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ABSTRACT

This handbook is intended as a resource for individuals involved in the development, operation, and expansion of school store laboratories. The first of three sections covers facility/laboratory planning. It includes detailed guidelines for establishing a new school store operation and remodeling or relocating an existing operation. Section II provides guidance for writing an employee store policy manual. The model presented can be easily adapted to any school store situation. Sample information for an imaginary store is divided into six suggested sections for a store manual. Section III on store functions is organized into seven fuctional areas: selling, buying, promotion, operations, store security, management, and accounting. Each of the functional areas begins with a narrative that details the major principles, concerns, and issues regarding this area of store operation. The narrative provides direction to the reader for successful store operation and suggests resources for additional direction. A listing of duties and tasks performed in General Merchandise Retailing at the Marketing Specialist level recommends learning activities to facilitate mastery of them. Student achievement records, a list of potential computer applications, and samples of forms typically used in connection with that function are provided for each function. A six-page bibliography is provided. Appendixes include blank forms, sales tax information, store layouts, an equipment list, results of a survey, school store roster, student achievement record, and vendor and membership directories. (YLB)

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THE SCHOOL STORE...

MAKING IT WORK, 2nd Edition

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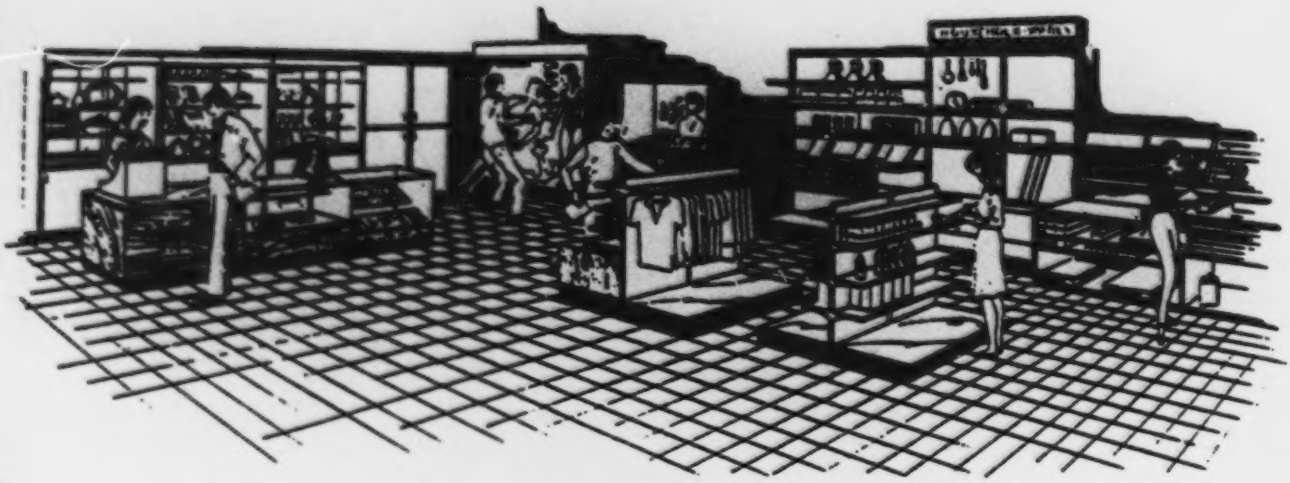

SELLING

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PROMOTION

OPERATION

STORE SECURITY

MANAGEMENT

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Instructor
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Instructor
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Jenison, Michigan

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Instructor
John Glenn High School
Westland, Michigan

Dr. Earl Meyer
Assistant Professor
Eastern Michigan University
Ypsilanti, Michigan

Bill Musham
Instructor
Romulus High School
Romulus, Michigan

Mr. Dave Wait
DECA Project Consultant
Eastern Michigan University
Ypsilanti, Michigan

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Vocational Education Consultant
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Lansing, Michigan

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Introduction

A school store laboratory should be an integral component to a comprehensive secondary marketing education program. The school store provides marketing students with a "hands-on" experience in business operations. This real-life business situation helps to develop the necessary skills for success in marketing occupations.

A school store laboratory provides the following benefits to students and to the school:

1. An actual business atmosphere to apply marketing theory and principles learned in the classroom.

2. An opportunity to supplement, reinforce, and enhance the knowledge, skills and attitudes required for careers in marketing.

3. The development of business-like procedures and attitudes in students.

4. The encouragement and development of student leadership and management skills.

5. Goods and services at reasonable prices for school faculty and the student body.

This school store handbook consists of three major sections as follows:

I. Facility/Laboratory Planning. Included in this section are detailed guildelines for (1) establishing a new school store operation and (2) remodeling or relocating an existing operation.

II. Store Policy Manual. This section provides guidance for writing an employee store policy manual. The model presented can be easily adapted to any school store situation.

III. Store Functions. This segment of the handbook is organized into seven functional areas--Selling, Buying, Promotions, Store Security, Management, and Accounting.

Each of the functional areas begins with a narrative which details the major principles, concerns and issues regarding this particular aspect of store operation. The narrative also provides direction to the reader for successful store

operation. Resources containing additional direction are referenced.

Following the narrative, in each functional area, is a listing of dates and tasks performed in General Merchandise Retailing at the Marketing Specialist level of employment. The handbook was developed at the Marketing Specialist level since store operations frequently involve the use of decision-making and leadership skills. Job descriptions in school stores require mastery of marketing skills across functions and/or extensive technical knowledge and skills in one functional area. Students who are working in the school store laboratory should have a thorough understanding of the marketing concept and marketing functions. Suggested learning activities, selected to facilitate mastery of the duties and tasks, accompany each listing.

Student Achievement Records are supplied for each function. These checksheets can be easily duplicated for each student.

Computers are frequently used in school store operations. A list of potential computer applications is included for each function, except the Store Security Function.

The last part of each functional area provides samples of forms typically used in connection with each function. Blank copies of these forms are located in the appendices.

The appendices contains items referenced from each of the three major sections. In addition to blank forms, there are appendices for sales tax information, store layouts, an equipment list, the results of a statewide school store survey, a current store roster, a complete student achievement record, bibliography, and vendor list.

It is the sincere hope of the writers that this school store handbook will become a valuable resource to individuals in the development, operation, and expansion of school store laboratories in Michigan.

Facility/Laboratory Planning

NEW STORE FORMATION

Once it has been decided to open a school store, it is important to realize two things:

1. You, in essence, will own a store
2. You will also manage, coordinate, organize and be responsible for all activities related to the store.

These are not easy tasks to deal with. However, the benefits of operating a store are numerous, both to the students and to the program.

Once the decision to open a store is made, a number of steps must be taken in the planning, developing, and operating of the school store. These steps include:

1. Analyzing customer needs.
2. Developing a proposal.
3. Obtaining a sales tax license.
4. Designing a store layout.
5. Ordering equipment/fixtures/supplies.
6. Planning for opening day.

Each step is explained in detail on the following pages. A sample timeline that can also be used in planning for the opening of the store is located on page 19.

STEP 1 - ANALYZING CUSTOMER NEEDS

It is important to research a number of areas before developing the proposal. These areas include:

*Student interest in the program.
*Student/staff interest in purchasing from the school store.
*Community interest and support.

Included are some sample surveys that can be used in conducting market research. Make sure that samples of the surveys, along with the results of the surveys, are included in the proposal. This will add strength to the proposal, especially if support can be shown for the program form all markets.

SAMPLE QUESTIONNAIRE - STUDENT

Student:

The marketing education class is planning a student-run school store laboratory. We would appreciate your opinions and suggestions on products you would like carried in the store. We would like to provide you with a large selection of school supplies and gift items.

Please answer the following questions honestly and with consideration of school policies. Obviously, we cannot sell items that are not acceptable to school policies (i.e., cigarettes, lighters, etc.). With your cooperation we hope to make the retail store beneficial to your needs.

Thank you,

The Marketing Education Class

1. Do you think the student body would benefit from a school store?

   Yes _____ No _____ Undecided _____

2. What hours would you like the school store to be open? (Check all that apply)

   Before School _____ Noon _____ After School _____

   Between Breaks _____

3. Would you shop in a school store?

   Yes _____ No _____ Undecided _____

4. What items would you like to be sold in the school store?

   _____ School Spiritwear
   _____ College Clothing (i.e., U of M or Michigan State)
   _____ Stuffed Animals
   _____ Jewelry
   _____ Makeup
   _____ School Supplies (Pencils, Pens, Notebooks)
   _____ Computer Disks
   _____ Food (Candy bars, Pop, Sandwiches, etc.)
   _____ Gift Items
   _____ Others (Please List)

   _____
   _____
   _____
   _____

SAMPLE QUESTIONNAIRE - TEACHERS

Teacher:

The marketing education class is planning a student-run school store laboratory. We would appreciate your opinions and suggestions on products or services you would like carried in the store. We would like to provide you with a large selection of school supplies and gift items.

Please answer the questions below as completely as possible. It will only take a few moments and will help us tremendously. With your cooperation we hope to make the retail store beneficial to your needs.

Thank you,

The Marketing Education Class

1. Do you think the student body, teachers, and staff will benefit from a school store?

   Yes _____ No _____ Undecided _____

2. What hours would you like the school store to be open (check all that apply)

   Before School _____ Noon _____ After School _____

   Between Breaks _____

3. Would you shop in a school store?

   Yes _____ No _____ Undecided _____

4. What items would you like sold in the school store? (check all that apply)

   _____ School Spiritwear
   _____ College Clothing (i.e., U of M or Michigan State)
   _____ Stuffed Animals
   _____ Jewelry
   _____ School Supplies (Pencils, Pens, Notebooks)
   _____ Computer Disks
   _____ Gift Items
   _____ Departmental Supplies for Students (i.e., Slide Rules, Drafting Pencils, Stenographers Books)
   _____ Others (Please List)

   _____
   _____
   _____
   _____
   _____

SAMPLE QUESTIONNAIRE - COMMUNITY MEMBERS

Community Member:

The marketing education class at _____ is planning a student-run school store. We would appreciate your opinions and suggestions. We would like to provide you with a large selection of school supplies and gift items at a low cost to our customers.

Please answer the following questions. With your cooperation we hope to make our school store beneficial to your needs.

Thank you,

The Marketing Education Class

1. Do you think you or your children would benefit from a school store?

   Yes _____ No _____ Undecided _____

2. What hours would you like the store to be open? (check all that apply)

   Before School _____ During School _____ After School _____

3. Would you shop in a school store?

   Yes _____ No _____ Undecided _____

4. What items would you like carried in the school store? (check all that apply)

   _____ Gift Items
   _____ Stuffed Animals
   _____ School Spiritwear
   _____ College Wear (i.e., U of M or Michigan State Sweatshirts)
   _____ School Supplies (Pens, Pencils, Notebooks)
   _____ Jewelry
   _____ Craft Items
   _____ Others (Please List)

   _____
   _____
   _____
   _____
   _____

STEP II - DEVELOPING THE PROPOSAL

Now that the research is completed, it's time to write the proposal. When the proposal is finished, it should have answered almost every question another person might ask about the operation of the store.

Some individuals that could be included in the development of the proposal for the school store are: administrators, department members, vocational director, curriculum council, MADET, other marketing teachers and/or advisory committee members. The more people involved in the initial development of the school store, the more support there will be when the proposal is presented.

The following item should be included in the proposal:

1. Need
2. Purpose
3. Rationale
4. Goals
5. Learning activities
6. Market research
7. Budget

A sample proposal for a school store follows. This proposal may need to be modified to fit the program's needs.

SAMPLE SCHOOL STORE PROPOSAL

1. NEED

There is a need to provide marketing students with hands on experience in store operations. The school store is a viable experience in preparing students with skills and competencies needed to be successful in the field of marketing.

2. PURPOSE

The purpose of the "School Store Laboratory" is to provide marketing students with the opportunities to gain competencies in a unique learning environment.

3. RATIONALE

When training marketing students, it is important to provide hands-on experiences for them to learn from. By combining classroom and store activities, students are given a better opportunity to learn and understand the world of marketing. Many of the activities taught in a store are very difficult to teach in a classroom setting. Some examples include: ordering merchandise from vendors, handling customer complaints, and returning merchandise to vendors. These are activities that can be taught through the school store. The school store provides a method to

combine the theories of marketing with practical hands-on training in the store.

4. GOALS

1. Provide a business atmosphere in which to teach marketing principles.

2. Provide opportunity to supplement and reinforce knowledge, skills, and attitudes required for marketing careers.

3. Develop business-like procedures and attitudes.

4. Encourage and develop management and leadership skills.

5. Provide pre-employment training.

6. Provide quality merchandise at economical prices to faculty, students, and community members.

5. LEARNING ACTIVITIES

SAMPLE LEARNING OPPORTUNITIES FOR SCHOOL STORES*

Some of the learning activities that take place in a school store that are hard to duplicate include:

STORE OPERATIONS

1. Handling and controlling merchandise, from receiving through final sale.

2. Finding improved ways to present, display and promote the products carried, using available store fixtures.

3. Handling space utilization (including the layout of merchandise units), maximizing the flexibility necessary to accommodate changes in the store.

4. Controlling pilfereage.

5. Handling personnel schedules, training, and performance evaluations.

6. Developing necessary systems and procedures for "paper" control of merchandise and recordkeeping.

MERCHANDISING

1. Determining what, how much, and when to buy.

2. Locating and evaluating sources of supply.

3. Placing orders and handling pricing.

4. Maintaining stock control records of performance for analysis, evaluation, and future planning.

5. Handling clearance of slow-moving merchandise.

6. Reordering.

7. Planning space allocation, determining where certain items should be displayed, and how much space should be devoted to individual categories, new items, etc.

SALES PROMOTION

1. Planning promotion events.

2. Arranging for the use of media (school papers, etc.) for publicity.

3. Preparing promotional materials.

4. Handling window displays.

5. Increasing sales of various items via more effective in-store presentations.

FINANCIAL CONTROL

1. Handling cash.

2. Managing financial planning (both short term and long term).

3. Handling financial recordkeeping and auditing.

4. Taking inventory, pricing, and evaluating age, turnover, and profitability of items.

5. Evaluating cash flow and preserving credit and solvency.

6. Preparing financial reports.

*Levinson, Lawrence, "The School Store: Learning by Involvement", DE TODAY, Part 1, Spring, 1974, p. 1, p. 7, Part II, Summer 1974.

PROPOSED BUDGET**

Equipment			
Cash register(s)	$ 600	-	2,000
Showcases	1,500	-	5,000
Mannequins	400	-	1,200
Cash register stand	400	-	800
Clothing stands	200	-	600
Signpress	2,000	-	5,000
Island units	250	-	1,200
Computer/printer	1,000	-	2,500
Pricing guns	100	-	1,500
	6,450	-	19,500
Fixtures			
Shelving	300	-	1,000
Lighting	0	-	400
Carpeting	300	-	800
Refurbishing materials (paint, wallpaper, paneling)	100	-	500
	700	-	2,700
Supplies			
Forms, saleschecks, tags	100	-	200
Accounting records	50	-	100
Calculators	70	-	200
Time clocks	100	-	300
Personnel records	50	-	100
Display materials	200	-	400
Vacuum cleaner	100	-	250
Cleaning supplies	25	-	50
Signpress materials	150	-	300
Signpress letters	300	-	1,000
	1,145	-	2,900

**Based on 1986 catalog prices.

SAMPLE PROPOSAL CONTINUED

INVENTORY

Clothing	500 - 2,000
School Supplies	200 - 750
Gifts	300 - 1,000
Food items	500 - 700
Miscellaneous	300 - 500
	1,800 - 4,950

STEP III - OBTAINING A SALES TAX LICENSE

Once you have obtained approval on your proposal, you need to obtain a sales tax license. You need to decide if you want to use the school's tax license number or register for a tax number for the store. It is recommended that the store obtain its own tax license number. This provides for more autonomy and control for the school store operator.

Included is a copy of the license application for the State of Michigan. Refer to Appendix A. A sales tax license is required to operate a school store. School stores do not fall under the non-profit laws for sales tax.

STEP IV - DESIGNING A STORE LAYOUT

There are many decisions that need to be made before completing the layout of the school store. Some questions that must be answered before the layout is finalized are:

*Where is the room located in the building?
*What are the room dimensions? (i.e., How is the store laid out? Is it square? rectangle?)
*What will the traffic pattern be?
*How visible is the store?
*What products should be carried?
*Where is the classroom? (The classroom should be attached to the store and the interior of the store should be visible to the instructor at all times)
*How much storage space should I have?
*How secure is the store?
*What budget am I working with?

It is suggested that the classroom be a minimum of 30 feet by 30 feet and that the storage room for the store be at least one-half the size of the store. The teacher's office should be at least 10 feet x 12 feet to provide space for one or two desks, filing cabinets, computers, etc. It is important that there be a minimum of 100 - 120 square feet per student to provide enough space for work to be done.

Included in Appendix B are some sample store layouts. They are broken down into two types: High School store layouts (most likely a converted classroom) and vocational center layouts.

STEP V - ORDERING EQUIPMENT/FIXTURES/SUPPLIES

Each store will need a variety of equipment - some equipment that is standard for all stores and other pieces that are unique to some stores. When ordering equipment, fixtures or supplies, be sure to keep in mind space allocations and the types of services the store will offer.

Before equipment/fixtures/supplies are ordered be sure to:

*Locate suppliers.
*Compare prices.
*Submit your V-TES application form for equipment.
*Pay attention to details:
  Who pays shipping charges?
  Who pays if the product is damaged in shipping?
  Will the company guarantee shipping dates?
  How long does it take to get replacement parts/materials?

The equipment list recommended by the State Department of Education for school stores is located in Appendix C of this handbook. Sample supplies and fixtures are listed below.

EQUIPMENT LIST

See Appendix C

SUPPLY LIST (PRODUCTS UNDER $300)

Calculators
Time clock
Time cards
Applications
Employee absentee reports
Employee warning forms
Employee evaluations
Price guns
Price tags
Sales checks
Display materials
Extension cords
Vacuum cleaner
Cleaning supplies
Accounting forms/books

FIXTURE LIST

Carpet
Lighting (track lighting, recessed lighting, etc.)
Shelves
Paint, wallpaper, paneling
New outlets (Check your electrical supply and make sure the circuits won't blow when the store goes into operation.)

STEP VI - OPENING DAY

As opening day approaches, students and teacher will be both excited and nervous. Be sure that all foreseeable disasters are taken care of before it opens.

Also, don't forget to make this a community affair. Drum up publicity by contacting the local media. Be sure to:

*Place articles in school newspapers.
*Call radio stations, TV stations and newspapers.
*Make announcements over the school intercom.
*Put flyers in teachers mailboxes.
*Send information home to parents via students, school mailings, etc.

Make sure the students are well trained! This is extremely important for reducing first day jitters and mistakes while customers are in the store. The first day will go a long way in establishing the store as a professional business. To insure this:

*Make sure students know their training manuals inside and out. Test them over it.
*Make sure that all students, especially managers, are aware of, and know all policies and procedures.
*The person running the register is the best available.
*Students who are not working are not in the store disrupting the flow of traffic.

Plus, a few tricks of the trade:

*Make sure there is enough change in the opening day's register fund. Twenty to thirty dollars should be sufficient.

*Check all equipment, especially the register, the day before and just before opening.
*Run the students through a "dry run" before opening day. (i.e., invite all teachers for a "sneak preview" the day before grand opening.)

IT'S DONE!! The store is finished and it's ready to be opened. Or is it? To be sure you have covered all eventualities, review the following "Checklist for School Store Formation" and answer the questions. If you can answer "YES" to every question then the store is ready to be opened.

CHECKLIST FOR SCHOOL STORE FORMATION*

So you want to start a school store! This is a valid concept since it represents one of two methods for providing students with the occupational skills necessary for employment in marketing occupations. The other method is the cooperative program. Starting a school store is very much like starting any other kind of business. It is very much like staging a show. Both require months of hard work and planning before that big opening day. Even many months of preparation cannot guarantee the success of any kind of production but it can certainly help.

There may be an extra something that produces the smash hit and the successful school store but the foundation must be sound. For example, some of the steps a school store operator must consider are regulations in the state pertaining to any type of business that may also apply to the school store. The teacher must locate, then prepare, a place to conduct the business. A functional organizational procedure must be established as well as planning for expenditures and financing necessary for making the business operations.

The school store laboratory is a vital tool in teaching Marketing Education since its utilization provides valuable work experience for the students enrolled in the program. The school store can assist students in making adjustments in a world of work setting, and better prepare the student for the real world. There are a number of very important steps that can assist the individual teacher in establishing a school store laboratory that will effectively enrich the marketing education curriculum.

A checklist of suggested activities is provided for the marketing education teacher who is looking for a guide to follow in planning, opening, and operating the school store laboratory. We are now ready to determine whether you have considered the important steps prior to establishing that school store. Simply circle the response to the right of each question that most appropriately fits your particular situation. If you are able to answer "yes" to all the questions listed, you are well on your way to establishing a successful school store program:

A. Are you willing to undertake the task of running a retail operation along with the normal teaching load? yes no

B. Do you have the support of the building administration, superintendent and board of education? yes no

*Graziano, Louis R. "The A to Z of the School Store Formation," NADET NEWS, _____.

C. Have you prepared a formal written proposal explaining the ideas and concepts of the school store and its implications for students? (plan a student presentation of the proposal) yes no

D. Did you develop the necessary performance objectives, duties, and tasks for the school store program? yes no

E. Have you selected a possible store location in the school? yes no

F. Did you establish the basic requirements that the incoming student needs before entering the class? yes no

G. Did you establish a budget containing all the necessary start-up elements? yes no

H. Have equipment needs been checked out? yes no

I. Do you have an idea of how much inventory is enough? (The average inventory is $4,000 to $7,000.) yes no

J. Do you have some idea of the items that will be included in the store inventory? (Make sure that none of these offend the administration or school board.) yes no

K. Do you have an adequate line on vendors, and will they assist in getting the store established? yes no

L. Are duties and responsibilities for store employees clearly defined? yes no

M. Have you developed or located the necessary forms that will facilitate a good sound bookkeeping system? yes no

N. Have you developed a simple, workable method for controlling inventory loss? (Customer and Employee rip-offs.) yes no

O. Have you developed a set of policies and procedures for your store? yes no

P. Did you prepare an operational manual for the school store? yes no

Q. Did you plan a store naming contest? (Excellent way to publicize the store with total school population.) yes no

R. Did you apply for a sales tax number, or make plans to use the school number? yes no

S. Did you check the legal aspects in relationship to store hazards, or in cases of customer and employee theft? yes no

T. Have you developed or collected an adequate supply of meaningful "filler materials" to assign to store employees when business is extremely slow? yes no

U. Did you plan to involve students in organizing, planning, and preparing the school store for opening day? yes no

V. Did you think about contacting the industrial education, home economics, and art departments to assist in the remodeling and decorating of the school store site? yes no

W. Did you plan some service activities that the school store can offer to the total school program? (Example: A service desk for clubs.) yes no

X. Did you work out the details for requisitioning merchandise and accounting procedures with the school accountant? yes no

Y. Did you consider the maximum number of students that can be placed in the store during open hours? yes no

Z. Have you set an opening date and planned a grand opening? yes no

You could have answered "yes" to all the above questions. If you answered "no" to any of the listed questions, you should try to think of an alternative solution to the problem.

The checklist you have just reviewed represents the basic activities for establishing the school store. However, there may be items omitted that apply to your particular situation. While there is nothing sacred about the list presented, it does provide an effective guide for the establishment of a school store program.

TIMELINE FOR OPENING A SCHOOL STORE

STEP	LENGTH OF TIME INVOLVED
Market research	3 weeks - 1 month
Developing Proposal Presenting to appropriate administrators/obtaining approval	2 months - 3 months
Locating store/developing layout	2 weeks - 1-1/4 months
Ordering equipment/fixtures/supplies	1 month - 2 months
Equipment/fixtures/supplies arrive	1 month - 2 months
Training students	1 week - 2 weeks
Ordering inventory/receiving inventory	2 months - 3 months
Set up store/grand opening	1 week - 2 weeks
	8 months - 13-1/4 months

REMODELING/RELOCATING

When the school store laboratory and classroom has been reassigned to another location in the school, or is in need of expanding or redesigning, it is important to determine what changes need to be made. Regardless of the direction of change, you will need to reevaluate your operation in regards to: competition, customers, the products/services offered, and the square footage available before you make a move.

Competition can include other fund-raising activities, nearby community and party stores and the lunchroom or cafeteria. Square footage is important in terms of making decisions on the types of equipment, display fixtures and merchandise/services to offer to customers. Customers are vital to the store. They can, and should, include students, faculty, visitors to the school and community members. The products and services you offer, along with footage available, will also determine the types of fixtures used and the layout of the school store.

EXPANSION OR RENOVATION?

A plan of action is needed before any expansion or renovation changes begin. Is the store going to receive cosmetic or minor changes (new display fixture, rearranging current fixtures) or will there be structural changes as well (new color scheme including paint, carpeting and paneling, new floor plan, redesigning exits and entrances, combining adjacent classrooms)?

If the plan includes expansion of the school store, be sure to look to the future. What are the projected enrollments one year down the road? five years? What new product lines/services will be offered initially? next year? five years from now? Be sure to plan for the future and not just for the present.

Some of the steps that are often followed when expanding or renovating store facilities include:

A. Visit other school stores for ideas
B. Develop a Needs Assessment for structural change
C. Utilize student input on changes

D. Determine space needed/space availabale (don't forget space for showcases, equipment storage facilities and customer traffic flow)
E. Inventory current equipment/fixtures
F. Determine best use of old equipment/fixtures
G. Determine budget by reviewing income statements and consulting with vocational director/principal on funds available
H. Discuss store ideas with appropriate personnel (principal, vocational director, etc.)
I. Check with housing/maintenance to determine who will make the actual changes and whether the changes planned can be accomplished.
J. Write the proposal (see New Store Formation, Step II-Developing the Proposal.) Be sure to adapt this proposal to your store needs.

RELOCATION

Why relocate? There are many reasons--making the store more convenient to customers, the current location may be too small for an expanding program, or the school may be making structural changes and the store is forced to move. Whatever the reason, this is a time when many positive changes can be planned and instituted.

When looking for a new location be sure to consider these:

1. First floor near student entrance or exit to the school

2. An area with access to receiving supplies and equipment

3. The best student traffic arrangement

4. Near the lunchroom or study hall area

5. Arrangements for best staff inner action

Once a new location is identified, planning for the store begins. Again, just with beginning a new store or remodeling the store, you will need to decide if the room will receive cosmetic changes, structural changes, or both. Take into consideration the budget allotted before planning begins. Cosmetic changes could include new display fixtures, rearrangement of the store fixtures, or adding new machines (cash register, etc.) Structural changes might include knocking out a wall to create a display window, painting, carpeting and paneling, or redesigning and rebuilding exits and entrances. Many of the steps recommended for renovation or expansion (above) are also appropriate when relocating the school store.

Try to make your remodeled or relocated store look like a store and not like a store dumped into a classroom. Where structural changes are involved, professional planning assistance can be obtained by working closely with the drafting department in your

school. This will add to your store's appeal with students, faculty, community members, and the students in the program.

For additional information and guidance regarding facility changes and program revisions, contact: Marketing Education Consultant, Michigan Department of Education, Vocational-Technical Education Service, P.O. Box 30009, Lansing, Michigan 48909, Telephone: (517) 335-0376.

STORE POLICY MANUAL

How to Use this Section

This section is designed to guide you through the process of writing an employee or store handbook. Such a handbook, or manual, is important for every store and company. This format is an easy, inexpensive way to communicate to your students the store's procedures, rules, expectations, goals, and philosophy. It is the best way to make sure that a school store is run smoothly and consistently. If a store manual is not available, a lot of time is spent orienting each new student, and a lot more time explaining procedures over and over to your current students. Also much time is spent reviewing or explaining every time an issue is misunderstood, a privilege abused, or a policy changed.

It is recommended that the school principal read the entire handbook and approve its contents before it is printed and shared with the store employees. This process will aid in gaining administrative approval and assist in handling behavior problems when they arise. It is also recommended that the manual be placed in a loose-leaf binder. Then, when a change is needed, all that has to be done is to reprint the section and replace it, rather than reprinting the entire manual.

This section is divided into 6 sections:

1.0 Welcome to the School Store
2.0 How We Are Organized
3.0 Store Rules & Regulations
4.0 Store Policies
5.0 Store Procedures
6.0 Evaluations

These parts are suggested sections for a store manual. You may wish to add additional sections to fit your operation's needs. The sample information is for an imaginary store.

The use of a word processing program would allow for great flexibility in the development and updating of your store manual. Areas that require inserting information pertaining to your operation are indicated with brackets [].

Dear Employee:

Welcome to the Student Store. Our primary objective is to combine practical laboratory experience with occupational classroom instruction for students interested in careers in sales, marketing, and management.

The store has been designed to meet with (not compete with) the needs of employers. They are looking for students who have been trained with the fundamental skills in sales, cashiering, display, inventory control, and marketing. In most cases the employers feel that if the students are trained with the entry level skills, the employer can save time by training the technology common to that firm.

The biggest problem we face with the school store is organization. A school store's large number of new and inexperienced "employees" makes organization important. Also, consider the brief time periods students are in the class or in the store . . . the need for total organization becomes critical!

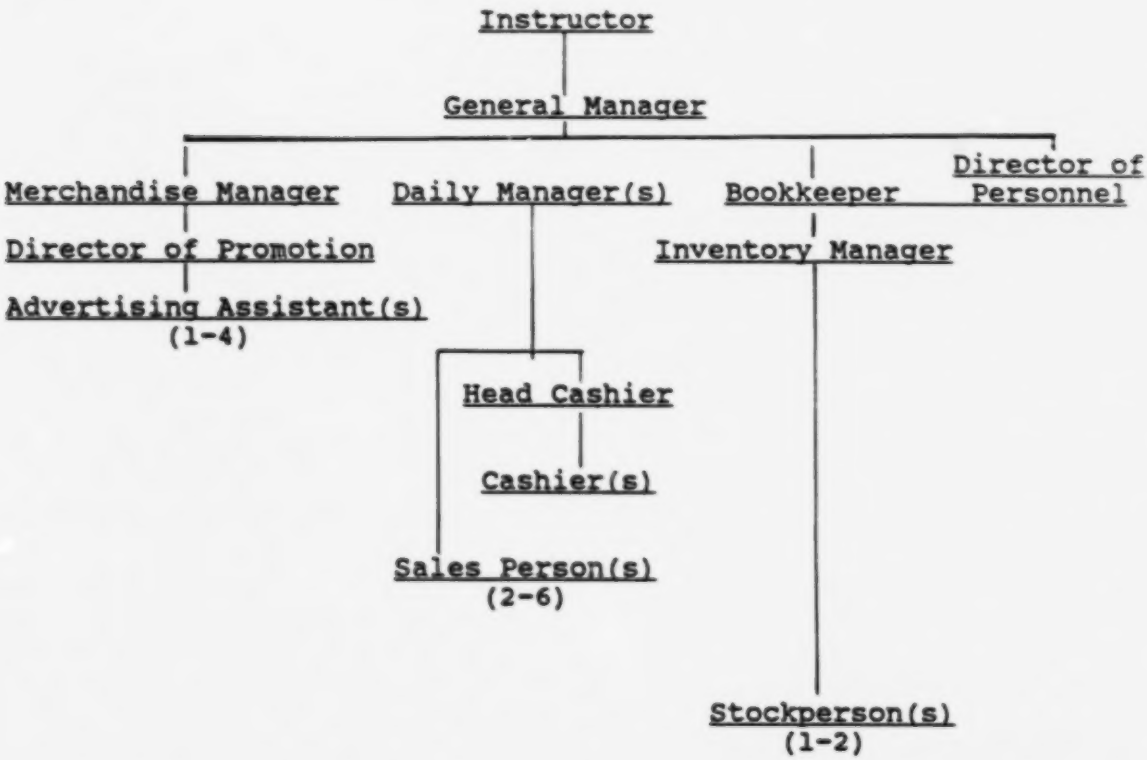
To aid in the organization process, this employee handbook has been developed. Please take time and review it carefully and keep it where you can refer to it as the need arises.

I know that it is going to be an exciting and rewarding experience. With your willingness and ideas, we can make the store operation efficient and enjoyable for all.

Sincerely,

The School Store

Organizational Structure



The School Store is organized according to the various tasks that need to be done to provide for a smooth operation. The tasks are arranged from easiest to the most complex and according to the position that would handle them. For example; stockwork is assigned to the sales person and displays are assigned to the advertising assistants. Refer to the job descriptions on the next two pages for more information. Each employee will start as a stock or salesperson, then as they master the responsibilities of that position, they will advance to the next position.

The above chart shows the hierarchy of the various positions, and to whom each employee reports. The individual directly above each person is the individual that will train and evaluate the worker.

THE SCHOOL STORE
JOB DESCRIPTIONS

I. General Manager:

A. Shall supervise all employees
B. Shall be responsible for the ongoing operations of the School Store.
C. Shall directly supervise Managers.
D. Shall train new employees with assistance from the Personnel Manager.
E. Shall oversee bookkeeping and inventory operations.
F. Shall fill out weekly evaluations with assistance from the managers.
G. Shall handle complaints.
H. Shall inform the instructor of any problem area that may arise.

II. Merchandise Manager/Buyer:

A. Shall supervise all merchandise functions.
B. Shall oversee the Bookkeeper, Inventory Manager, and Stockpersons.
C. Shall work with the Promotions Department to coordinate activities.
D. Shall place orders for merchandise for the store.

III. Managers (2):

A. One shall be assigned to be "On Duty" on Monday, Wednesday and
Friday, the other shall be "On Duty" Tuesday and Thursday.
B. The "On Duty" Manager shall remain in the store the entire time it is open.
C. The "On Duty" Manager shall oversee all daily selling functions while working.
D. Shall dismiss employees at the end of a shift.
E. Shall assist the General Manager in filling out evaluations.

IV. Director of Personnel:

A. Shall assist the General Manager in scheduling and rotating employees.
B. Shall keep scheduling papers in order (attendance).
C. Shall assist in training new employees.
D. Shall be responsible for finding replacements.
E. Shall assist the General Manager with the evaluations.
F. Shall fill-in vacancies in the store as needed.

VI. Bookkeeper:

A. Shall be responsible to see that all store records (ledgers and computer) are accurate and up-to-date.

VII. Inventory Manager:

A. Shall keep inventory records in order.
B. Shall see that the store is properly stocked at the opening of each day, with the assistance of the stockpersons.
C. Shall see that the store shelves and merchandise are neat, clean, and orderly.
D. Shall check in and price new shipments.

VIII. Director of Promotions:

A. Shall design display layouts.
B. Shall direct and work with the Advertising Assistants in carrying out promotion projects.
C. Shall schedule and coordinate individual display projects with store props.
D. Shall care for and store props.

IX. Advertising Assistants (2):

A. Shall work with the Director of Promotions in carrying out the weeks promotional activities.
B. Shall be responsible for making and/or building signs, posters,
displays, ads etc.
C. Shall keep all displays up-to-date, neat, and clean.

X. Head Cashier:

A. Shall train and assist new Cashiers.
B. Shall review all Cashiers work for accuracy.
C. Shall prepare daily records for inventory control.

XI. Cashier (2-4):

A. Shall be responsible for ringing up all sales.
B. Shall balance the cash drawer.

XII. Sales Persons (4-6):

A. Shall be friendly and smile!
B. Shall be knowledgeable of all merchandise.
C. Shall assist customers with all merchandise.

D. Shall keep the sales floor neat and clean.
E. Shall watch for shoplifters.

XIII. Stockpersons (2-6)

A. Shall aid the Inventory Manager in performing merchandising functions.
B. Shall keep the sales floor neat and clean.
C. Shall watch for shoplifters.

3.0 STORE RULES AND REGULATIONS.

In every well organized business, a few ground rules must be observed to keep us working in the same direction. Rules are necessary to assist us in providing the best possible service to our customers in the most efficient, orderly, and profitable way. In most cases, your own judgment will help you do the right thing at the right time. But please read the next several pages carefully and understand them thoroughly, for it is the small things that are done day in and day out that insure success.

3.1 Absence and Tardiness. All business organizations succeed or fail depending upon the quality of the organization personnel and the degree of "teamwork" they display. When one member of the team is away from the job everyone else must re-adjust. This can be made without difficulty if it is planned for in advance. However, if your work station is suddenly left shorthanded either because you don't show up for work as expected, or you take an early break, it puts an unfair load on everyone until the gap can be filled.

3.1.a If you must be absent from your assigned job, let the manager or Instructor know about your intended absence as early as possible. (See the Classroom Attendance Policy) If you are going to be unexpectedly late or absent for any reason, contact the store immediately. This will help us make arrangements to keep the work flowing with a minimum of interruptions and confusion during your absence.

3.1.b All absences will be reflected in your evaluation.

3.2 Dress and Appearance. Since the store is a place of business, employees are reminded to dress accordingly especially if they are to appear on the selling floor. An employee's appearance can add or detract from the customer's impression of our store, our merchandise, and staff.

3.2.a Cleanliness of a person is your own responsibility. Take pride in being a well-groomed person.

3.2.b Since our business demands a lot of person-to-person contact, good personal hygiene and habits will insure that your relations with the rest of the staff and customers will be pleasant.

3.2.c Employees are reminded to watch their posture while on the sales floor. As in any retail business, the sales personnel must not lean or sit on the counter tops, or slouch against shelve units. Not only does it look unprofessional, but it is extremely hard on the equipment.

3.3 Name Tags. To insure that customers can locate assistance when shopping, all employees must wear a name tag.

3.3.a Every employee will be issued a name tag, it is to be worn during working hours. It should be worn on the lapel where it is easily seen.

3.3.b You will be issued one name tag. After that you will be charged for a replacement.

3.4 Personal Business and Behavior.

3.4.a No food or beverages are to be consumed in the store by anyone. (This means employees too!)

3.4.b No gum chewing will be allowed on the selling floor. (Gum chewing is not acceptable in business situations and it is offensive to some customers.

3.4.c Conduct all personal business matters not related to the store outside the store. This includes visiting with friends while on the sales floor.

3.4.d All information pertaining to sales figures, mark-ups, costs, etc., are to be kept confidential.

3.4.e Avoid fooling around, and keep a business like attitude when working in the store. Throwing things, scuffling, tripping, playing practical jokes, wandering in the halls or other horseplay is not allowed and will be dealt with severely.

3.4.f If you are not working, stay out from behind counters and the stock area.

3.4.g Do not write letters or read books and magazines while working in the store. Keep busy. Customers will avoid a sleepy looking store.

3.4.h Keep Busy! When you finish an assigned task, notify your manager and ask what you may do next. Better yet, look around and see what routine tasks need to be done and suggest that you might do them. (This is probably the single most valuable personality trait an employee can have.)

3.4.i All other classroom rules apply while working in the store.

3.5 Shoplifting and Theft Prevention.

3.5.a All employees must be alert to shoplifters. Shoplifting costs us all money because excessive losses mean that we have to raise our prices. Considering our inflationary economy, prices are high enough. This, of course, only hurts the honest customer...which often is you.

3.5.b If you suspect someone of shoplifting, notify the manager in charge and the instructor immediately. If possible, keep the suspect insight until assistance arrives.

3.5.c Anyone caught stealing school property, which includes all of our merchandise, is subject to disciplinary and/or legal action the store and school might take against the individual. (Shoplifting in Michigan is a felony, no matter what the dollar amount is of the item(s) stolen.) Parents will be notified.

3.5.d Shoplifting can be prevented if all employees are alert and watchful.

3.6 Employee Theft.

3.6.a Embezzlement/Pilferage (Employee theft) is the worst of all types of shoplifting.

3.6.b It is very tempting to take a pen, candy bar, or lunch money. If you suspect another employee of stealing, please tell the instructor right away instead of talking it over with your friends. Lets work together to solve any problems.

3.6.c. If you know of another employee or customer stealing and do not report it, <u>you</u> can be accused of assisting in the theft and can be prosecuted to the same degree as the shoplifter.

[Note: The local county prosecuting attorney should be contacted to see how they "define" shoplifting and if they will assist in your efforts.]

3.7 Robbery. If someone enters the store and demands money or merchandise, do not resist. You should cooperate. At the same time, be sure to observe the physical characteristics of the robber(s). Please remember that the school has insurance to cover losses due to robbery. But in the case of an armed robbery, your livelihood is our greatest concern. Let the police catch the thief, not you. Don't try to be a hero!

3.8 Public Relation Policies.

3.8.a Lost and Found. Any "found" items should be turned into the manager on duty, who at the end of the day will turn them into the office.

3.8.b Customer Leaves Change. When a customer leaves their change from a purchase, make a note of it so it can be refunded if they return.

3.8.c Refunds. Our policy is one of "Satisfaction Guaranteed".

1. All merchandise returned or exchanged must have an accompanying sales receipt.
2. Contact the Manager on duty for assistance on a refund.
3. Sales of sale merchandise are final.

3.8.d Short Change Complaints. If a customer complains about being short changed, and if the cashier is not sure of the transaction, take the customer's name, class, the amount claimed, your name, time, and date. Explain to them that when the register is counted out, an adjustment will be made if there is an overage. If the customer is not satisfied with the procedure, contact the instructor.

3.8.e Customer Complaints. If the customer complains about anything, the manager on duty should try to solve the complaint and pass information about the complaint to the instructor. If the complaint can not be solved, the manager should contact the instructor.

3.9 Accidents. Working safely is as much a part of your job as doing your work. Use common sense. Should an accident occur, contact the instructor or office immediately.

3.10 Maintenance. Each employee should keep their area clean and straightened at all times. The manager on duty is responsible for seeing that this is done. When maintenance of some type is needed and can not be handled by the person in charge, contact the manager. The main reason for repairs is carelessness. The poor handling of equipment makes a rising repair bill. Let's work to keep the costs of repairs down to size.

3.11 Reprimands. Any employee in violation of these policies or classroom rules will receive a reprimand.

3.11.a Below are the steps of a reprimand.

1. First offense - Conference with Instructor
2. Second offense - Noted on Evaluations
3. Additional offenses - Conference with instructor and/or assistant principal and/or parent (May result in a suspension or not allowed to enter the store, thus failing this part of the class, or dismissal from the program.)
4. In addition, after the warning each offense will result in a suspension from working in the store and loss of the break. Example - first offense - removed from the schedule for one (1) day and loss of break for the day, second offense - removal from the schedule for two (2) days and loss of break for the two days, etc.
5. Theft, damaging equipment and/or merchandise, habitual absences or tardiness and the granting of discounts will precede immediately step three (3) above.

4.0 STORE POLICIES.

4.1 Store Hours. The store will be open Monday through Friday during [1) the break periods and lunch, 2) the times posted, 3) 9:00 a.m. to 10:00 a.m. and 12:30 p.m. to 1:30 p.m., 4) other times as arranged, 5) other appropriate times.]

4.2 Work Schedule.

4.2.a Work assignments are at the discretion of the Instructor and are posted by the General Manager.

4.2.b Assignments will rotate weekly to give every employee the broadest opportunity for training experience.

4.2.c Every employee is expected to know his or her own next day's work schedule.

4.2.d Employees are to punch in (start work) <u>at least 5</u> minutes before opening.

4.2.e Employees are to remain on the job until dismissed by the on duty manager.

4.2.f Each employee must punch the timeclock when arriving and leaving work. Punching the timeclock for another employee is not permitted.

4.3 Coffee/Bathroom Breaks. Because of the short duration of employee work shifts, there will be no breaks during scheduled work times. Plan ahead to take breaks before reporting for work.

4.4 Employee Discounts.

4.4.a Each employee enrolled in the program is entitled to an employee discount.

4.4.b A [15%] discount will be given to all employees on non-food, purchases over [$1.00.]

4.4.c The discount privilege is restricted to purchases of merchandise to be used by employees themselves, or their immediate family, or to be given as a gift by an employee. The privilege is not to be used by relatives or friends.

4.4.d Employees are expected to use their discounts before or after a break or when they are not scheduled to work. (Let's serve the regular customer first.)

4.4.e At no time should an employee write up and/or cashier their own purchase.

4.4.f Some discounts will not apply to sale merchandise, check with the instructor first.

4.4.g This privilege is a form of compensation to you and is also intended to encourage you to purchase store merchandise so that you may assist customers with personal knowledge of our merchandise.

[Note: Discounts could be based on the store's sales figures or individual sales figures. If the store passes last year's monthly sales figures, then the discount may increase from 10 to 20%]

4.5 Employee Suggestion Plan. Additional discounts or gift certificates are given to employees who identify a better way to operate the store or serve customers, and the idea is put into effect.

4.5.a Since you are on the front-line of our store operation, you will encounter many problems that could be solved better. Write them down with the step-by-step solution and turn the suggestions in to the manager. You may also observe other policies and/or procedures used at other stores that we should begin to use in our school store.

4.6 Pay/Commission. Students' pay is in the form of valuable work experience and training. You should include this work experience and job duties on your resume. Student discounts is one way we compensate you for your work effort.

4.7 Use of Telephone. The phone is for business and school use. Do not use the phone for any personal calls. Our phone needs to be free for incoming employer/vendor calls, and the school is charged for all outgoing calls.

4.8 Checking Employee Belongings. Employees shall not wear their jackets or coats into the store. All personal belongings, such as purses, books, backpacks, etc., should not be in the store, but secured in the class area or in your locker.

4.9 Confidentiality. You are now on the "inside" of a business operation. Due to the many misunderstandings of the general public about business operations, especially concerning businesses net profit figures, much information about our store is not for the public to know. You should not tell other people the cost of merchandise, our pricing policy and markup percent, or our cost codes.

4.10 Credit--Employees. Employees may charge purchases over $5. A credit application must be signed and on file. All accounts must be paid within 30 days. No charges can be made after May 1. All charges must be approved by the Manager.

4.11 Credit--Customers. Staff may charge purchases if they have a signed credit application on file, and if their account is current.

4.12 VISA and Master Card Policy. Visa and Master Cards will be accepted at the School Store. The following procedure is to be used.

1. The Charge Card must be that of the user.
2. All Charge Card slips must be in ink.
3. All Charge Card slips must be for the amount of the sale.
4. All Charge Card slips must have the signature as that on the back of the card, date of sale and customers phone number.
5. Have the manager OK the Charge Card slip before it is tendered.
6. Charge Card slips must be for sales over $10.00. Any sale over $50.00 must be called in for authorization.
7. Check and circle the expiration date.

[Or, All purchases will be on a cash basis. No charge sales will be accepted.]

[Note: Many instructors use student/employee charges as a technique to prevent employee theft. The students have an option if they would steal because of being short of cash. These credit experiences would also lend realistic experiences to the store.]

4.13 Pricing. Because of our low operation expense, the school store is able to price merchandise at a lower profit margin than stores in our community. Please do not think that merchants are "overcharging" when you see a similar item in a store. They have higher operating expenses--wages, rent, insurance, taxes, etc.

4.13.a Our goal is to provide quality products at a fair price to our customers, and to make a profit for the program. Our gross margin (markup percent) goal will be [40%] in the food department, [30%] in gifts, and [10%] in music. Markup is based on the retail price. We use the retail method for pricing.

4.13.b Markdowns must be approved by the manager. Markdowns must also be recorded on the Price Change Report.

4.14 Layaway Sales. Customers and/or employees may hold an item for one day, except during a sale. Items may be placed in layaway for up to 30 days following the store's procedures on layaway sales.

[Or, No merchandise shall be held or laid away for any employees or customers.] [Add Other Store Policies that may apply to your operation.]

5.0 PROCEDURES.

5.1 Cashiering.

5.1.a Verify the Cash Drawer. The Steps to follow are:

1. Count each denomination of coin

2. Record each amount on verification slip
3. Place coins in proper cash drawer compartments
4. Count each denomination of currency
5. Record each amount on verification slip
6. Straighten currency so that it is not crumpled
7. Place currency in proper compartments
8. Total change fund accurately
9. Indicate whether change fund balanced

5.1.b Making Change without a Change Indicator. The Steps to follow are:

1. Announce amount of sale clearly to customer
2. Announce amount of cash tendered by customer
3. Place cash tendered on register plate
4. Count change from till
   *smallest to largest
   *coins first, then bills
   *using least number coins/bills
5. Repeat transaction to customer
6. Count change back to customer correctly
   *coins first, then bills
   *combine pennies
   *bills face up, and in line
   *using least number of coins/bills
7. Thank the customer.
8. Wait for customer acknowledgment, then place tendered money in till
9. Do this with confidence.

5.1.c Making Change with a Change Indicator. The Steps to follow are:

1. Announce amount of sale to customer
2. Announce amount of cash tendered and sale
3. Place cash tendered on register plate
4. Index amount tendered into register
5. Count back "change due customer" while removing money from register
   *largest to smallest
   *bills first, then coins
   *use the least number of coins/bills
6. Announce amount of change due to the customer
7. Count back change to the customer
   *bills first, then coins
8. Thank the customer.
9. Wait for customer acknowledgment, then place tendered money in till
10. Do this with confidence.

5.1.d Cash Register Safeguards.

1. Maintain organized cash drawer
   *$20.00's on left to $1.00's on right
   *Portrait side up and facing same direction
   *large bills under the till
   *coins in descending order
2. Remove excess cash

3. Do not allow interruptions, avoid distractions
4. Keep drawer closed when not in use
5. Stay at register position, do not leave unattended
6. Follow proper change making techniques
7. Always place amounts tendered on register plate
8. Refuse to be rushed.

5.2 Accepting Checks.

5.2.a Accepting Checks for payment.

1. Checks must be signed, or addressed, in front of you. If a check has already been signed, have the customer sign it again. Compare the signatures
2. Examine the check closely. There should be no additions, corrections, and especially no erasures. Also be sure that all lines are filled in.
3. Check the date. We will not accept a post-dated check.
4. Check must be written in ink.
5. Check coding. The ABA (American Banking Association) fractional number in the right hand corner of the check should contain either a "74" or "9" in the left spot of the top line. (74 is for outstate banks, 9 is for Detroit banks.) Remaining numbers should be repeated at bottom left of check, in magnetic letter form. It should be 5- 5/8" in from the right edge (check this on counter tape guide).
6. Written amount of check must match numeric amount of check.
7. If signature is unreadable, customer should print name below signature.
8. If check and customer ID are acceptable, place your initials in the front upper left-hand corner.
9. Record type of ID used, and identifying number, on back of check. Address and phone number of customer should be on check.

   NOTE: This procedure must be followed for every customer. No exceptions. We need the safeguard against bad checks. A properly followed procedure will deter bad checks. You also need the practice so that the steps become second nature to you.

5.2.b Identification for Cashing Checks.

1. Request a pictured identification, either a Driver's License or State ID Card. We will not accept a check without a pictured ID.
2. Compare ID description with appearance of customer. Check height, and eye color first. These are not easy to change, so they are fairly reliable.
3. If you have two pictured ID Cards, compare information from the two.
4. Driver License numbers should start with the first letter of the last name, and each of the first three digits should be less than six.

5.2.c Accepting Two-party Checks.

1. To accept a two-party check, it must be endorsed on the back by the name of the person presenting the check.
2. Endorser signs name exactly as it appears on the front of the check.
3. If check is made out to two people, both must endorse.
4. Do not accept restricted endorsements.
   [Or, We do not accept two-party checks.]
   [Or, Checks should be endorsed by "Pay to the order of (School Store or School Name)".]

5.2.d Check Precautions.

1. Beware of checks with low numbers (101, 102, 103, etc.) written for a large amount.
2. Double check "starter checks." These have no name or address imprinted.
3. Most bad checks are passed during the Christmas season. Second worst time is during "Back-to-School" time.
4. A professional "paper hanger" prefers to victimize young, inexperienced cashiers/salespeople.
5. Payroll and treasury checks are most often forged. They look official, so they are often stolen. Company checks may also be stolen.
6. Alert, confident cashiers following procedures properly can deter most bad check passers.

5.2.e Bad Check Procedure.

1. If a bad check is accepted, or a check is returned from the bank, retain the check in a safe place. Place it in plastic. Remember, the check may be evidence; it should not be soiled, folded, stapled, or altered.
2. Call the customer. If it's an oversight, the customer will want to make the check good immediately.
3. If forgery is suspected, call the police. This is a felony and should be handled promptly. You should also contact any local merchant fan-out system.
4. If a check is returned due to Non-sufficient Funds, or there is "No Account", send out a Bad Check Notice if your initial phone contact is unsuccessful. Follow the directions on the Bad Check Notice carefully.

5.3 Lay-away Procedure.

1. Write out a regular salescheck. Show amount of lay-away deposit and balance due.
2. Write "Lay-away" on the bottom of the salescheck.
3. Fill out completely a layaway tag. The bottom portion is the customer's receipt. The middle portion is attached to the original salescheck. The top portion (with string attached) is placed with the merchandise.

4. Inform the customer of our Lay-away policies:
   *at least $1.00 deposit, or 10 percent of sale
   *must be paid for and picked up within 30 days
   *any deposit and payment may be forfeited if item is not picked up within 30 days.
5. We will make every attempt to contact customer before forfeiting deposit.
6. Place the merchandise in a bag with the top portion of the lay-away tag attached. Then place in stockroom on lay-away shelf.

5.4 SALES.

5.4.a Making Good Impressions. Getting off to a good start with your customers can set the tone for the entire customer visit. Some ways to ensure that those first impressions are made are:

1. Approach or address the customer first. Being the first to speak is a sign that you are interested in them.
2. Smile and use a friendly greeting
3. Use their name if possible. Tell them your name so you can personalize the conversation.
4. Keep the focus on the customer.
5. Always try to end the conversation with a customer on a positive note
6. Provide something extra like remembering to smile, thanking them for their patience, or asking them to contact you personally should they need further assistance.
7. Use their name again when saying good-bye.

5.4.b Approaching the Customer. Approach the customer immediately. Have a friendly, courteous attitude. Use one of the three basic approaches:

1. Greeting Approach should be used when a customer enters the store and has not yet shown an interest in specific merchandise.
   Example: "Hi, How are you today"
2. Merchandise Approach refers to greeting the customer by commenting on the merchandise they are looking at. Use this approach to focus attention directly on the merchandise and the customers attention.
   Example: "We have just received these . . ."

3. Service Approach should be used as a last alternative, when a customer has entered the store but has not yet shown an interest in specific merchandise. The service approach is best used in combination with a greeting approach. Example: "Hi, may I help you?"

5.4.c Determining Wants & Needs. Each customer that enters the store comes to us with special wants and needs. Some may know exactly what they want, but most customers need to

decide what it is they want to buy. Here are some ways to discover your customers needs.

1. Observe. Watch your customer, make note of their actions and try to pick up clues that will tell you more about that customer and what they are looking for.
2. Listen. Concentrate on what your customers are saying to you. Maintain eye contact--this makes the customer feel important.
3. Ask Open-ended questions. Open ended questions are the kind that can't be answered with a yes or no. Ask questions that will tell you: Who, what, where, when, and why.
4. Confirm. Once you feel that you understand your customers' needs, choose one, two, or three items you think might might appeal to them.

5.4.d Learn your Merchandise. Start each work shift with a check of the store to see what's new and what's changed.

1. Read merchandise tags and care instructions.
2. Know what's being promoted and what's on special.
3. Handle the merchandise, try it on, spend time with it, and you will automatically know it better.

5.4.e Demonstrating the Merchandise.

1. Show Merchandise in Action. Select the item or items that most appeal to your customer and then show how they can be used or worn. Present the how-to's with the intent to satisfy the customer's wants and needs.
2. Handle with Care. When demonstrating merchandise, remember that ultimately you want the customer to take it home. Treat it as though it is already someone else's property. Handling merchandise with respect, appreciation, and value will convince the customer that it is worth owning.
3. Get the Customer Involved. Getting the customer to try on merchandise or handle the product is your best selling tool. People are more impressed by action than words, and are more likely to buy, if they have hands-on experience with the merchandise.

4. Talk Benefits. Remember what the customer has told you about his/her wants and needs. Describe and discuss your merchandise based on these desires, and what the customer will gain by owning it.

5.4.f Handle Objections. Just when you think a customer is about to make a buying decision decision they may hit you with an objection. It's important that you be prepared for objections and view them as an opportunity to sell rather than a reason to give up. General rules for handling objections are:

1. Listen to the objection
2. Ask open ended questions if you need more information or clarification

3. Agree that the customer has a valid concern
4. Reassure the customer by stressing benefits
5. Be positive in your approach, don't be discouraged.
6. Turn objections into an opportunity to sell.

5.4.g Closing the Sale. How can you help a customer or make a decision which will close the sale? By removing merchandise of little interest, asking questions, and getting comments that confirm the customer's desire to complete the sale.

5.5 Shoplifting Prevention.

1. Small items should be in a display case.
2. Expensive items should be secured or locked in a case.
3. Remove hangers after each sale; an empty hanger is a quick tip for something stolen.
4. Do not use tall displays, and do not use long displays.
5. Do not allow customers behind display counter or into stock area.
6. Keep merchandise in neat, orderly arrangements.
7. Use dummy displays (empty boxes) for counter-top display.
8. Avoid talking with friends and fellow employees; it will distract you from customers and potential shoplifters.
9. Be aware of large boxes, coats, and/or bags.
10. Greet and make eye contact with every customer.

5.6 Shoplifting Apprehension.

1. Pay close attention to nervous customers, especially those who "hang around," or who constantly look around the store.
2. Do not accuse anyone of stealing.
3. Observe what is being shoplifted, and where the item is placed on the customer. Watch very closely.
4. If time allows, request assistance from fellow employees and/or the management.
5. Approach suspect and identify yourself.
6. If you suspect that the customer has merchandise that was not paid for, you should say, "I think you have something that belongs to the store; would you please return and talk to my manager."
7. Do not use the word "stolen"
8. It is best to approach the suspected customer after he/she has left the store; but, if "intent" is obvious, you should approach in the store.
9. If suspected shoplifter will not return, follow and observe features and clothing. You should obtain car make and license number. At school, you should observe clothing, features, and class they returned to.

5.7 Telephone Procedures.

5.7.a Answering Calls:

1. Answer promptly.
2. Answer phone by saying, "(School Store Name), (Your Name) speaking." Don't bother to say "Hell-o". It is a waste of time, and not necessary in a business call.
3. Listen carefully! Know who is calling, and what they want.
4. If person requested is not available, ask if they would like to hold, or have the phone call returned.
5. If you have to put someone on hold, let caller know what you are going to do. For example: "I think (Teacher's Name) is in the store, just a moment and I will get her for you."
6. Have pencil and paper nearby for messages.
7. If you take a message, repeat it to caller to check accuracy. Be sure to double check telephone numbers and times.
8. Write down all the information.

5.7.b When Placing Calls:

1. If it is an important call, make the call yourself.
2. Plan your calls--have the correct number and all necessary documents and notes. Know your school number and address: (include here).
3. Again, have pencil and paper handy always . . .
4. Identify yourself.
5. Talk Distinctly.
6. Talk into receiver.

5.7.c And remember:

1. You are creating an image of our school and store, so be polite, cooperative, and say "Thank you"
2. No personal calls.
3. If you leave a message to call back, give them the name of the teacher, program, and extension number.

5.8 Constructing a Display.

5.8.a Planning Steps:

1. Select theme
2. Make a rough sketch
3. List merchandise and materials needed
4. Write copy for sign

5.8.b Preparation Steps

1. Remove previous display
2. Clean area
3. Locate fixtures and props
4. Prepare background & floor
5. Prepare merchandise
6. Make sign card
7. Check on lighting needs

5.8.c Construction Steps

1. Place in background & floor covering
2. Arrange fixtures and props
3. Place in show card
4. Arrange merchandise
5. Add in accessories
6. Check lighting effects
7. Evaluate effectiveness

5.9 Attaching Tags & Labels. Tags and labels must be easily accessible for the consumer's purpose, as well as the salesperson's use. One important rule which must be enforced: Do not cover up warnings on special instructions or cover any packing information that may be useful to the customer or required (size, fiber content, care instructions). Other special markings considerations:

5.9.a Packages or Boxed. Should be placed at the upper right hand corner of the box or package.

5.9.b Cylindrical Merchandise. Should be placed on either top or bottom of the cylinder (tennis ball can), or on the sides of the cylinder (rolled posters).

5.9.c Blister Packaged Merchandise. Should be placed away from bubble on the cardboard backing in the upper right-hand corner, or on a flat portion of the bubble itself.

5.9.d Hanging Merchandise. It is important to maintain a consistency in the location of a tag with a plastic security string within selling areas of our store. Appropriate options to include in store procedures include:

*under the armpit
*inside the sleeve seam
*in the waist seam
*in the label of the neck
*attaching a pressure-sensitive label to a manufacturer's promotional tag.

5.9.e Non-Hanging Garments. Either of these methods may be used:

*plastic security strings on the manufacturer's label in the neckband or neckseam, or in the label in the neck.

*pin attaching in the back of the neck or in the promotional tag.

5.10 Handling Incoming Merchandise.

1. Packages are received and counted
2. Shipment is entered on Receiving Form
3. Check-in shipments in work area, not on sales floor
4. Only employees assigned should be checking-in merchandise. Do not allow "lookers" to interrupt your job task.

5. Open the packages, remove and sort the merchandise
6. Check merchandise shipped against the enclosed packing slip, or invoice, and the store's purchase order.
7. The quantity is compared with the specifications of the order.
8. The quality is also compared with the original requirements of the order.
9. Any shortage, damage, breakage, overage, or substitution is noted on the packing slip and the store's Merchandise Irregularity Report.

5.11 Adjusting the Selling Price.

5.11.a Retailers adjust the unit price to "even money" ($5.00), or to the more popular prices ending in 5, 7, 8, or 9. For example, if the cost plus mark-up is $26.32, a retailer may offer the product at $26.00, 26.35, 26.57, or even 26.99 depending upon the store's policy.

5.11.b Our school store will use the following table for adjusting the selling price. Find the given cost plus mark-up in one of the price ranges and then adjust the selling price according to the ending at the right:

Cost Plus Mark-up:	Adjusted Selling Price:
.15 or under	same as determined
.16 to .99	ends in next nearest 5 or 9
$1 to 4.99	ends in next 9
$5 to 9.99	ends in next nearest 39, 69, or 98
$10 to 19.99	ends in next nearest 79 or 98
$20 to 29.99	ends in next 98
$30 to 49.99	ends in next nearest 4.98 or 9.98
$50 and up	ends in 9.98, either up or down

[Other Procedures - Depending on your particular store operation, other topics may need to be covered in your manual. Other possible topics:

- Sales Checks
- Correcting Errors
- Suggestive Selling
- Returned Merchandise
- Customer Complaints
- Difficult Customers
- Customer Questions about the School
- Keep Stock Neat
- Stock Counts
- Shipping/Receiving Discrepancies
- Returns to Manufactures/Vendors
- Customer and Employee Accidents
- Customer Wants
- Markdowns
- Receiving Record
- Cost Codes
- Pricing Merchandise
- Completing price tags
- Overrings & Voids
- Canadian Money
- Cash Register Operations
- Refunds and Exchanges
- Store Departments
- Travelers Checks
- Short Change Complaints

6.0 EVALUATIONS.

6.1 The purpose of an evaluation is to give each employee feedback on how they are performing in the school store. The evaluations should be used to determine the employee's strong points, and where they need to improve. The evaluation will also be the basis for determining when an employee has mastered the responsibilities of their position. This will show when they are ready for advancement to the next position.

6.2 Each employee will be evaluated on a regular basis by their supervisor. The evaluations will then be reviewed by the instructor. The completed evaluation will then be shared with the employee.

6.3 The evaluation will also be used to assist in determining the employee's grade for working in the store.

The School Store
Employee Evaluation

Name_____

Position_____

Section_____

Rating Period_____

Comments
Rated by:

Cooperation (20)

Cooperates extremely well	(17-20)
Usually cooperates well	(13-16)
Cooperates	(8-12)
Has difficulty cooperating	(1-7)
Does not cooperate	(0)

Enthusiasm (10)

Handles every task with enthusiasm	(9-10)
Is enthusiastic sometimes	(7-8)
Usually enthusiastic	(7-8)
Is usually not enthusiastic	(1-4)
Is Negative	(0)

Quality of Work & Use Of Time During Slow Periods (20)

Makes excellent use of slow time	(17-20)
Usually keeps busy	(13-16)
Performs what they have to do	(8-12)
Has to be shown what to do	(1-7)
Does not care	(0)

Quality of Work (20)

Handles tasks well	(17-20)
Handles most tasks well	(13-16)
Work meets basic standards	(8-12)
Work is generally unacceptable	(1-7)
Shows no ability	(0)

Housekeeping (10)

Keeps all areas (store & class) neat)	(9-10)
Usually keeps work areas neat	(7-8)
Performs what they have to do	(5-6)
Has to be told what to do	(3-4)
Does not clean up	(0-2)

Attendance/Punctuality (20) _____

Deduct:
Ten (10) points for each absence and five (5) points for each tardy from class and/or the store.

Scale

96-100	A	73-76	C
90-95	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-54	E

SCORE:_____

GRADE:_____

SELLING FUNCTION

Without sales, there is no purpose to the other marketing activities. Thus, in the school store--as in any marketing operation--the most important function is selling.

Because of its importance, all members of the class should be involved in the selling function. In order to accomplish this, the store should be broken up into selling positions in addition to the roles of cashiering and security. All sales positions would be responsible for security and loss prevention, stockkeeping, safety, customer service, and selling of merchandise to customers. The nature of the school store operation will require a larger sales staff than would be found in a similar private sector retail operation.

Product Information

An effective salesperson needs to gather as much product information as possible. Students will need to be able to display product knowledge for those items on the store's stock list. The store operator should provide activities which will help develop this product knowledge.

A number of sources of product information can be used by students. Catalogs, trade journals, personal shopping trips, advertising, comparison shopping, and personal product features/benefits analysis may be helpful to gain the knowledge required to satisfy customers needs and wants.

An effective procedure to develop product familiarization is to have department managers, or sales people, present merchandise to the class that has just been received, or that is currently in season. Students present merchandise features such as manufacturer, brand name, price, markup, fabric content, sizing, fashionability, and special features. Class members may then be quizzed on the merchandise presented to test their product knowledge.

Sales Records

Sales records can be a source of grades, bonuses, and sales awards. Keeping track of individual sales figures by the week,

month, or card marking can provide motivation for students. Total and/or average sales can be used as part of the student's evaluation. Students with exceptional results may be awarded additional discounts, bonus points toward their grade, or gift merchandise.

Sales Personnel Evaluation

Sales personnel may be evaluated in several different ways. In addition to the store operators evaluation, the student manager should be involved in the evaluation process. Other methods of evaluation may include "Secret/Mystery Shopper", video camera surveillance, "Operation Ripoff" (refer to Loss Prevention Section), or a conventional evaluation form which can be found in most retailing texts.

The "Secret/Mystery Shopper" would be someone (student from another class, alumni, faculty, or other outsider) designated by the store operator to shop and evaluate a salesperson in the school store. They would be prepped to present situations which would test the salesperson's ability to handle difficult customers while maintaining their goodwill. (See Employee Sales Performance form at the end of the narrative.)

Many school stores are now using video cameras for security purposes. These cameras are also a good tool for evaluating store salespeople. The recordings can be used by the store operator to evaluate performance on the sales floor. Or the equipment can be used in the classroom with students critiquing each other's sale techniques.

Resources:

Additional information related to the selling function in school stores may be found in the following resources.

See bibliography #2, 13, 16, 23, 29, 38, 39, and 55.

EMPLOYEE SALES PERFORMANCE FORM

Date _____
Time _____

1. Did the employee have a name tag on? Yes No

2. If the answer to #1 was yes, what was the first name? _____

   If the answer to #1 was no, describe the salesperson.

   _____

3. Did the salesperson respond to you quickly? (within 10 seconds) Yes No

4. Did you have to approach the salesperson? Yes No

5. Was the salesperson courteous and friendly? Yes No

6. Was the salesperson neat in appearance? Yes No

7. Did the salesperson attempt to determine your needs? Yes No

8. Did the salesperson give you sufficient product knowledge? Yes No

** If you did not buy merchandise, answer number 12 and 13.

12. Did the sales person attempt to create goodwill when ending the sales process? Yes NO

13. Would you ask for this salesperson if you shopped at the store again? Yes No

Any additional comments

Your signature _____

SELLING TASK STATEMENTS AND LEARNING ACTIVITIES

Listed below are duties, tasks, and suggested learning activities for the function of selling in school stores. The duties and tasks identified represent General Merchandise Retailing at the Marketing Specialist level of employment.

Duty: Working with Customers/Clients

Tasks:

-Address needs of individual personalities
-Use buying motives as basis of sales presentation
-Facilitate customer buying decisions

Duty: Using Selling Techniques

Tasks:

-Open the sales presentation
-Question/Probe for information
-Suggest product substitutions
-Demonstrate product
-Use feature/benefit selling
-Handle customer/client objections
-Close the sale
-Use suggestion selling
-Sell product/service
-Maintain/Use customer/prospect list

Suggested Learning Activities:

-Ask other teachers, staff to stop by the store and ask questions concerning merchandise, services, etc.
-Give top salespeople awards (lunch, movie tickets, etc.)
-Ask teachers, other students to return an item and complain about service, quality or whatever

Duty: Using Product Knowledge

Tasks:

- -Obtain product information from sources on/with the item
- -Use company promotional material for selling information
- -Obtain product information from appropriate individuals (Management)

Suggested Learning Activities:

- -Ask each employee to present a store product to the class, using information gathered from appropriate resources
- -Test students on store merchandise
- -Contact vendors for product information
- -Assign each student a product(s) in the store. Have students research and prepare an oral report to present at a store meeting. Combine all reports into a sales training manual for new and current employees
- -Invite vendors to demonstrate products

Duty: Performing Selling Support Activities

Tasks:

- -Arrange alterations
- -Arrange delivery of purchases
- -Wrap/Package products
- -Process special orders
- -Sell gift certificates
- -Process telephone orders
- -Maintain sales journal

Suggested Learning Activities:

- -Obtain order forms from a local retailer. Using tele-trainers, or your store phone, have students call and place orders. Have students turn in order forms.
- -Have managers, or yourself, check packages as they are wrapped for customers.
- -Have employees wrap all packages at the beginning of the year to ensure quality and proper handling of the package
- -Have all students fill out a "request form" whenever a customer asks for something not carried in stock
- -Ask all employees to ask customers what they would like to see carried in the store that is not currently being carried. Do this for one week. Make sure that employees fill out the request forms properly
- -Have students call vendors to check on orders, place orders, etc.
- -Have students follow-up on sales to customers that they know
- -Have students answer telephone using proper business procedures
- -Assign students certain days when they must answer the store telephone

Learning Resources:

The following MarkED laps can be used as learning materials for the selling function. Lap titles are listed in the IDECC Index (1985) (See bibliography #35).

See MarkED lap # EM 2, EM 6, EM 14, ME 60, SE 100, SE 101, SE 102, SE 103, SE 104, SE 105, SE 106, SE 107, SE 108, SE 109; (Product) EM 9, SE 101, SE 103, SE 104, and SE 108.

STUDENT ACHIEVEMENT RECORD
SELLING FUNCTION

Marketing Specialist Level
General Merchandise Retailing

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task

TASK	LEVEL	DATE
A. Using Selling Skills		
1. Address needs of individual personalities		
2. Use buying motives as basis of sales presentation		
3. Facilitate customer buying decisions		
4. Open the sales presentation		
5. Question/Probe for information		

6.	Suggest product substitutions		
7.	Demonstrate product		
8.	Use feature/benefit selling		
9.	Handle customer/client objections		
10.	Close the sale		
11.	Use suggestion selling		
12.	Sell product/service		
13.	Maintain/Use customer/prospect list		
14.	Obtain product information form sources on/with the item		
15.	Use company promotional material for selling information		
16.	Obtain product information from appropriate individuals		
17.	Obtain product information from appropriate individuals (management)		
18.	Arrange alterations		
19.	Arrange delivery of purchases		
20.	Wrap/Package products		
21.	Process special orders		
22.	Sell gift certificates		
23.	Process telephone orders		
24.	Maintain sales journal		

See Appendix G for a complete Student Achievement Record at the Marketing Specialist Level.

SELLING COMPUTER APPLICATIONS

Computer applications are increasingly being helpful in school store settings. The following non-inclusive list of activities are provided to acquaint instructors with potential computer applications for this functional area of selling. Instructors are encouraged to design and/or purchase appropriate software to enable students to have practical "hands on" experiences with computers.

Potential Computer Applications for the Selling Function:

- utilize a customer data base to identify charge sale, layaway, and regular customers
- identify out-of-stock or under-stocked merchandise
- enter mark-up/markdown information into on-line inventory system
- analyze aging customer accounts
- verify a customer's credit, line of credit, unpaid balance, unusual credit, the date of last payment, and the date of next payment.
- print daily, weekly, and monthly sales report for store/departments
- prepare and record state sales tax
- utilize store inventory system to determine correct price of unmarked items
- set up and update merchandise buying plans
- determine sales trends for buyers and/or buying team
- provide a cost analysis for each item

SAMPLE SELLING FORMS

This section provides completed samples of forms frequently used in carrying out the selling function. Blank copies of these forms can be found in Appendix D.

Sales Slip

CUSTOMER'S ORDER NO.
Charles Johnson

DATE Nov. 2 19

NAME
644 Harvey Ave.

STREET
Bad Axe, MI 48601

CITY & STATE

SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT.	MDSE. RET'D	PAID OUT
Ad	X					

QUANTITY	DESCRIPTION	PRICE	AMOUNT	
1	legal pad	1.50	1	50
2	pens	.49		98
	total		2	48

ALL CLAIMS AND RETURNED GOODS MUST BE ACCOMPANIED BY THIS BILL

06502 RECEIVED BY Charles Johnson

Want Slip Form

This form will be effective in helping store management maintain an optimum stock level in the school store.

1. Fill in the name of the sales person and date.
2. Fill in description of item(s) requested by customers that are not in stock or on order.
3. Fill in description of item(s) that are low in stock and must be reordered.
4. Note any special ordering information about the above items.
5. Review forms with management to decide if item(s) should be added or reordered to the store's line of merchandise.

WANT SLIP

Name _____ Date _____ 198____

Today I had calls for the following items which are not in stock:

Item	Color	Size	Price	No. of Calls

Items low in stock:

Suggestions or comments _____

Form ST-3

57

Void Slip Form

This will provide employee's with the necessary form to correct cash register mistakes. It should be completed immediately after a cash register operation error has been made.

1. Fill in name of cashier and date.
2. Enter the amount to be voided. This is the amount that was erroneously entered into the cash register.
3. Enter the correct amount of the transaction.
4. Indicate the reason for the void.
5. Have manager approve and sign the void slip.
6. Place void slip in cash register drawer.

VOID SLIP

Name _____

Date _____ 198____

Amount to be voided $_____

Re-enter correct amount $_____

Reason for void _____

_____

Approved by _____

(Place in cash register drawer)

Form ST-2

EMPLOYEE CASH DISCOUNT FORM

This is a form used for employee discounts. It is completed as follows:

1. Fill in the employee's name and date.
2. List the items purchased and their prices.
3. Subtotal the amount and subtract their discount.
4. Subtotal once again, and add the sales tax. This is your total.
5. Close the sale by having the employee sign the discount the sheet.

EMPLOYEE CASH DISCOUNT	
NAME Mark Dubosky	DATE 12/1/
ITEMS	PRICE
2 pens	.49
Subtotal	.98
Less 20% Discount	.19
Subtotal	.79
Sales Tax	.03
TOTAL	.82
EMPLOYEE SIGNATURE Mark Dubosky	

Credit Sale Ticket Form

This form will provide a means to allow the school store to offer credit accounts to customers. It is not recommended that credit accounts be made available to the student population.

1. Fill in name of credit customer.

2. Fill in name of salesperson and date.

3. Describe merchandise sold in the four columns provided. (quantity, merchandise, unit price and total).

4. Total the amount of purchase and enter amount to the right of "Total Purchase".

5. Enter amount of cash received, if any, to the right of "Paid Down".

6. Subtract #5 from #4 and enter balance to the right of "Balance Due".

7. Have customer sign the ticket. If the form is in duplicate, give customer a copy for their receipt.

CREDIT SALE TICKET

Purchased by _____

Sold by _____ Date _____ 198____

Quantity	Merchandise	Unit Price	Total	
		Total Purchase		
		Paid Down		
		Balance Due		

Customer's Signature _____

Form ST-5

CHARGE SLIP

If you choose to use credit, here is an acceptable charge slip which can be used.

The procedure for the use of this charge slip is as follows:

1. Fill out top form: customer's name, address, telephone number and homeroom number
2. Fill in date, cashier's name, student ID number, and the credit terms which are to be used.
3. Fill in items, quantity and price. Then add tax and total.
4. You then have the customer sign the charge slip.

CHARGE SLIP

Name Sharon Timbers

Address 372 Valley View Drive

Telephone 866-2894 Homeroom No. 212

DATE	CASHIER	STUDENT ID	TERMS
12/12/73	Sue L.	93621	$2.00 weekly

QUANTITY	ITEM	@	PRICE	
1	animal candle	2.00	2	00
2	8-track tapes	2.25	4	50
		Tax	6	50
				26
		Subtotal		
		61 TOTAL	6	76

X _____
Customer's Signature

office copy

spindel copy

customer copy

CREDIT VOUCHER

CREDIT # 459

Credit Voucher		Dept.	Clerk Initial	
QUAN.	Stock Number	Description	Unit Cost	AMT.
1	0369	Pen	.49	49
DATE 10/1/87	Reason for Return no ink		Sub.T	49
			TAX	02
* Customer Signature			Total Credit	.51

OVER RING FORM

OVER RING ☒

$. 40

HOUR 3

CASHIER

MANAGER

23

DUE BILL

This type of due bill should be used in the school store.

1. Fill in name, item returned and reason for returning.
2. If they have the receipt fill in the receipt number.
3. Write amount the customer receives.
4. Write out the cash money (i.e. -- four dollars and 98/100).
5. Have it approved and fill in the date.

DUE BILL

Fill out in duplicate -- original in register
duplicate to customer

Name Rich Smith

Item Returned Sweatshirt (XL)

Reason Returned Size

Receipt Number 649

(attach receipt to the original of this sheet)

Due Amount $ 20.79

Twenty dollars — and — 79 /100

Approved by [illegible]

Date 10/14/87

VOID AFTER 30 DAYS

customer's copy

REFUND SLIP

A refund slip is used to make the cash register come out even.

1. Fill in customer name, address, and reason for returning.
2. Write item or items and amount.
3. Fill in subtotal, add tax, and arrive at the total.
4. Have the customer sign.
5. Have it approved and initialed.

REFUND SLIP

NAME Rich Smith

ADDRESS 302 Greenview Dr.

REASON FOR RETURN size

ITEMS	AMOUNT
1 XL Sweatshirt	19.99
Subtotal	19.99
Tax	.80
TOTAL	20.79

SIGNATURE Rich Smith

LAYAWAY FORM

Presented here are two layaway forms. One is a customer layaway and the other is an associate layaway.

CUSTOMER LAYAWAY

1. Fill in the claim number, claim date and the customer's name.
2. Fill in the original price.
3. Fill in the amount paid down and then the balance.
4. On the back fill in the items and prices, then add to get the subtotal, compute tax and write total.

LAYAWAY

Customer's Name John Williams

Address 6699 East Livingston

City, State Reynoldsburg, Ohio 43068

Telephone Number 866-6375

Claim Number	Claim Date
1001	12-1-73

ORIGINAL PRICE $20.80

PAYMENT $10.00

BALANCE $10.80

EMPLOYEE LAYAWAY

1. Fill in the name, date and claim date.
2. Fill in items and amount.
3. Add to get subtotal.
   a. Subtract discount to arrive at subtotal.
   b. To subtotal, add tax to get your total.
   c. Subtract deposit to arrive at the balance.
4. On the back, write each payment and the balance after it is subtotaled.

(front)

Name	Date	Claim Date
Mike Brown	Nov. 2	Dec. 2
Items		**Amount**
2 legal pads		3.00
1 sweat shirt		19.99
	SUBTOTAL I	22.99
	20% DISCOUNT	4.60
	SUBTOTAL II	18.39
	TAX	.74
	TOTAL	19.13
	LESS DEPOSIT	-5.00
	BALANCE	14.13

(back)

	PAYMENT	BALANCE
1. Nov. 9	$5.00	$9.13
2.		
3.		
4.		
5.		
6.		
7.		

LAY AWAY TAG

04505 **LAY-AWAY**

NAME Mike Brown

ARTICLE Sweatshirt / legal pad

04505

NAME Mike Brown

ADDRESS 616 George St.

ARTICLE _____ S. P. JB LOT No. 4

PRICE 18.39

.74

TAX

19.13

TOTAL

4

DEPT. No.

DATE	PAYMENTS		BALANCE	
11-2	5	00	14	13
11-9	5	00	9	13

04505 **LAY-AWAY**

ARTICLE _____ S. P. JB LOT No. 4

PRICE 18.39

.74

TAX

19.13

TOTAL

4

DEPT. No.

DATE	PAYMENTS		BALANCE	
11-2	5	00	14	13
11-9	5	00	9	13

BUYING FUNCTION

As in any retail operation, the buying function is a close second to selling in terms of importance. School stores can be very successful if they have the right products, at the right price, in the right place, at the right time. In order to accomplish this, a standard set of policies must be developed, then followed whenever purchases are made for the store. The buyer will determine what, when, where, how much, and the price line of the merchandise that will be carried in the store, according to the policies established. A buyer may be a student, teacher, or the whole class.

Store personnel need to gather as much information as possible on customer needs, prospective vendors, specific merchandise available, and fashion trends as well as economic and financial data to use in their decision making. This information should then be evaluated and comparisons made between merchandise and vendors. From these evaluations sound buying decisions can be made.

Guidelines for Merchandise, Supply, and Equipment Purchases

During the school year, the advisor will become personally involved in the purchasing process whenever merchandise, supplies, or equipment need to be ordered. There are four major ways to order these items. First, sales representatives may visit the classroom and present their lines of merchandise. Second, wholesalers can provide a wide selection and prices close to those of the manufacturer. Third, small groups of staff may visit various buying shows, such as the monthly Michigan Association of Gift Salesmen show in Northville, Michigan or the Chicago Gift Show in Illinois. Fourth, stock may be ordered through your own personal research from catalogs, store visits, or suggestions from other informed people.

Finding Vendors and Merchandise Sources

There are many vendor sources to choose from when buying for school stores. A number of facts should be considered when evaluating a potential source. Remember that a vendor/school store relationship is something that should last for a number of years. Choosing the right vendor requires a great deal of time

and effort. Hopefully the work will be rewarded with merchandise that sells well and super service from the vendor.

Sales reps

The most common source of school store merchandise is a traveling sales representative. They may represent one or several manufacturers' or wholesalers' lines of merchandise. The biggest advantage of using a traveling sales representative is that they will come to the classroom at your convenience, saving the store operator numerous hours of travel to vendors. Also, every student in the class can view and evaluate the product, and then ask questions of the sales representative. The representative is a professional salesperson, who should be very knowledgable about the merchandise and the market. Orders can be made to exact specifications when dealing with most sales representatives.

Wholesalers

A second source of merchandise is the wholesaler. They buy and resell to retailers in the same geographical area. The main advantages of using wholesalers are that they will generally sell small quantity orders, they can provide prompt delivery, and they may stock a wide variety of merchandise from a great number of manufacturers. In many cases, the prices charged by wholesalers are only slightly more than those charged by manufacturers. Also by using a local wholesaler for merchandise, they may be of greater service to your store than a manufacturer hundreds of miles away. Always shop and compare merchandise costs between wholesalers and manufacturers. The middleman has to make some money, but if it's not worth the added cost, deal directly with the manufacturer.

Visiting or buying or trade show

A third source for locating merchandise and/or potential vendors is at local, regional, and national trade shows. Trade shows provide a common site where several vendors display their product line in a booth or room. This format allows comparison of one company with another, and with individual products of the same company. Many shows can be visited on a regular basis, generally once a month.

Trade shows are also referred to as Buying Shows, or Merchandise Marts. Merchandise Marts are generally located in large metropolitan areas such as Detroit, Atlanta or Chicago. Buying shows are often set up in conjunction with a conference or special event. These shows present a number of advantages including the centralized presence of multiple vendors and an opportunity to comparison shop.

Most trade shows are restricted to retail buyers or authorized store personnel, thus taking students to trade shows may cause the show's sponsor to question your intentions. It is highly advisable to call ahead for permission. Some shows like the

Michigan Association of Gift Salesmen (MAGS) in Northville, welcome student buyers, but only in small groups, and generally only on the last day of the month's show. If students are allowed to attend, they should be prepped before they enter the show on the rules and regulations of the show, proper business dress, and procedures in dealing with vendors.

Specific items to consider when planning to visit a trade show with your students include: (1) You and your students need to determine your "Open-to-Buy" or amount of money that is available to purchase goods. (2) Develop a "Shopping List" of merchandise you wish to purchase. (3) Visit several vendors that have similar merchandise, then go to a neutral area, such as a reception area or break room, to determine which vendor you wish to buy particular merchandise from. Do not feel pressured to purchase from any particular vendor. (4) Discuss the rules for the show with your students prior to visiting, i.e., letting retail store owners visit the representatives first, not to purchase anything for personal use, and proper behavior. Keeping these simple points in mind will provide for a productive buying trip for your students and will make a positive impression on the show operators. The impression show operators get will directly effect their willingness to have student groups return for future shows.

Sales Tax License

It's a good idea for the store operator to carry a copy of his/her State of Michigan Sales Tax License along whenever visiting individual vendors at buying shows. All stores are required to charge sales tax on merchandise sold for resale, and suppliers and wholesalers want proof of resale. (Refer to Appendix A for a sample sales tax license and application form.)

A letter of introduction from a building administrator stating that the advisor is authorized to purchase merchandise, supplies, or equipment for the store is also suggested.

Buying from catalogs

A fourth source--which is currently a source of wide variety of merchandise--is ordering from catalogs. A great deal of time and effort can be saved by comparing the quality brands and prices of merchandise shown in catalogs. When the company or their products are unfamiliar, a sample(s) should be requested for evaluation.

The advisor should have students visit local merchants to see merchandise assortments and get a feel for prices. This will help to determine types of merchandise which might be sold in the school store.

Vendor Information

Information regarding specific vendors may be obtained from the local Better Business Bureau. This will provide a good idea of the reputation and experience that others in the area have had with this vendor. It also offers a good opportunity for a student to prepare a report prior to ordering from this vendor.

Before purchasing products from a vendor look at the brand name, guarantee, and return policy. Generic brands which students do not buy are no bargains at all. Some questions that should be answered include:

- If customers are dissatisfied, can they and you, return the merchandise?
- How long does the guarantee last and what is the procedure for handling problems?
- Does the company itself handle guarantee problems, or are they referred back to the manufacturer or another disinterested third-party?

Development of a checklist for vendors and even sales reps is advisable. This will allow unbiased comparison at later dates. (See Vendor Evaluation Guidelines at the end of this narrative)

Vendor Followup

Once the order process has been completed and the merchandise received, the store should evaluate the actual vendor performance. If the school store is to conduct business with an individual vendor on a continuing basis, it is essential that the vendor provide the merchandise and service that satisfies the needs of the store and its customers. Also with the multitude of vendors available to use, a constant evaluation must be made to insure that the store is using the vendors best suited to its needs. This evaluation should be performed on each vendor a minimum of once a year, or as time permits. (See Vendor Followup Checklist at the end of this narrative.)

Open-to-Buy

Determining how much money is available for the purchase of new merchandise is a complicated process, if standard open-to-buy procedures are used. If the store operator computes maximum dollar inventory allowed and scheduled markdowns are also computed, then by all means, the standard textbook method should be used.

School stores can use a simplified version. If store records are available for the previous few years, the store operator can look at the previous trend of sales which parallel the next two months. (Assuming the vendor will deliver in three to four weeks and allowing 30 days for payment, two months of sales should be enough.) The next step is to subtract any expected payments from the estimated sales. The remainder should be cut in half (to be

conservative) and the result is the amount open to buy. Example: Sales for January/February in year A are $1,500 and for years B and C increase by about 5%.

Year	Jan./Feb. Sales	Increase
A	$1,500	-
B	1,575	5%
C	1,654	5%
This year	1,737	5%
Less:	935	Merchandise on order
Balance	802	Divided by two equals 401, your open to buy.

Terms of Sale

Price is an element which may be negotiable, but most often is set by the company. The store operator should check to see if there are quantity or cash discounts. Does the company offer credit? If so, for how long? Is there a discount for early payment of the invoice? Is there a service charge if not paid within a certain time?

In addition, the store operator should look for hidden charges which are not readily visible until the order is written up, such as art or set-up charges. Some companies have first time charges for new accounts or require payment in advance on your first order. There are frequently extra charges if color is used or if imprinting is done in more then one spot on the item. (Proof should be obtained before the order is printed to make sure it will look the way it was intended.) Shipping charges can be involved if the company is not local. These charges are fairly standard practice, but amounts can vary substantially from company of company.

Services

It should be determined what services the company is willing and able to provide. These things can include but certainly are not limited to:

1. Free promotional aids such as posters, additional merchandise, sample shirts.
2. Cooperative advertising such as sharing the expense of advertising in a school newspaper.
3. Point of purchase displays such as a rack or holder for pens or cards.
4. Catalogs.
5. Phone orders (including toll free or 800 numbers).
6. Credit returns.
7. Vendor presentations.
8. Profit builders (free merchandise or display fixtures).
9. Extended terms for payment.

Discounts

The terms of sale may include discounts or extended dating. Discounts may take a number of forms. Cash discounts are the most common form offered to school stores. A price reduction is given for prompt payment, such as 2/10, net 30. In this case, a 2% discount would be given if payment was made within 10 days. A quantity discount is a reduction in price based on the size of an order. The vendor may include free goods with large orders, which would be considered a discount. A trade discount may be given to offset a function that your store may perform for the manufacturer. Seasonal discounts are often given to encourage a store to make purchases during an off season, such as fall merchandise sent in the spring. The price reduction must be weighed against the problems of using funds before the sale of the goods, storage difficulties, and the possibility the goods may become outdated before they are sold.

Dating

Dating terms are also negotiable. The most common term of dating is 30 days. Some vendors may require immediate dating of cash or COD with initial orders. Once credit has been established, future dating is made available. The store operator should attempt to negotiate extended dating such as 60 or 90 days. Also dating based on Receipt of Goods (ROG), Date of Invoice (DOI), an Advanced Date (Sept. 1), or the End-of-Month (EOM) may be available. Each of these will offer the store flexibility in payment, allowing more time to sell the merchandise. It is good business sense to take advantage of all discounts and dating available.

Paying for Merchandise

Once the decision to buy merchandise is made, the problem of paying for it arises. There are three basic methods of paying the many bills a school store faces during the year.

Purchase orders

Some school districts operate their school store on a purchase order system. This means every bill to be paid must be placed on a school purchase order and go through the usual school accounting system.

Using the purchase order system can lead to delays in paying even the smallest bills. When vendors are not paid on a timely basis they start demanding cash on delivery, or they may refuse to deal with a store altogether, particularly if the store gets a bad credit rating because of slow payment.

If the school insists on using the purchase order system the store operator should try to get reasonable assurance that timely payments will be made.

Activity accounts/checking accounts

A second method of handling the funds of the store is use of a checking account or activity account in the building. This is what many clubs or groups in the school do with their money.

When daily receipts are placed in this type of account it is easy for the store operator to write requisitions against it. The school bookkeeper generally prepares checks at least once a week to insure timely payment.

Cash

For some small bills, usually food items, which are delivered on a regular basis, the store operator may have to pay cash on delivery. It is strongly recommended that accurate records be maintained to insure that no question can be raised about where the money is going.

Additional Points to Consider

Clothing companies typically have long periods of time from placement of an order to receiving that order. Four to eight weeks is not unusual. Merchandise needs to be ordered far enough in advance to insure delivery on a timely basis. An approximate delivery date should be obtained prior to ordering.

Seasonal items such as stuffed animals, or holiday items, must be ordered six months in advance to insure availability of the wanted merchandise.

All packages should be shipped and marked to the attention of the store operator. He/she should be the only one to sign for them. This will avoid conflicts between the vendor, carrier, and the store. (Things have a way of disappearing off the loading docks.)

The store operator should find out in advance what the reorder time on popular selling items might be. Running out of a hot seller and having to wait months for a reorder to arrive is no way to make a profit or keep customers satisfied.

It is also important to understand whether merchandise is a fad or staple item. Will it be delivered in time to be able to sell it? Can it be returned if it dies on the shelf.

Many companies have minimum order quantities for imprinted items. Unless there is some certainty that these items can be sold, the order should not be placed. Specialty imprints, in particular, usually have no value outside of the school store. They may have to be given away to make room for new purchases if they don't sell.

Some companies will deal on a consignment or guaranteed sales basis. When dealing with a company on this basis, all agreements should be completed in writing and in advance. Some things it is important to have agreement on are:

1. When payment is due.
2. Responsibility for lost, stolen, or damaged items.
3. Profit ratios.
4. Cost of items consigned.
5. Pick-up dates.
6. Terms of take-back (dates, amount to be returned etc.)

Watch out for the salesperson who stops by unannounced, always knows whats hot, and can almost guarantee that an item will sell like crazy. Frequently they are just interested in making a quick profitable sale and not very concerned about the stores well-being.

Good reps will set up appointments to suit the store operator's schedule. They will make presentations to buying groups, share merchandise for students to handle and observe while they explain the features and benefits. They will rarely exert pressure to make an immediate buying decision. A good rep will explain the cost and typical retail price for the merchandise being shown, perhaps citing examples of actual stores selling this line right now.

Vendors or sales reps can be a valuable resource for career education presentations. They are willing to discuss career opportunities and training needed to enter their profession.

A good reputable company and its designated salesperson can make the buying experiences enjoyable and profitable. He/she realizes the importance of selling merchandise the operator will be happy with, and can sell both quickly and profitably.

Some reps from clothing lines specializing in imprinted merchandise are quite good in recommending placement of letters, logos, and other artwork. These reps know their job and are aware of what is selling at other accounts. These recommendations can make decisions easier.

Food Sales Regulations

For several years there were restrictions on the kinds of food products that could be sold in schools and the time of day that certain foods could be sold. Those restrictions were eliminated by changes in the law in 1984. Currently there are no United States Department of Agriculture regulations on food sold outside the cafeteria (USDA, Education Dept., (517) 373-8642). There may, however, be system or school regulations which would place limitations on the sale of food in the school store.

Knowing Your Customer

Students should begin the buying process by trying to determine the needs of their customers. One way of accomplishing this is to survey the school population. (don't forget teachers and administrators)

It is very important to realize that there are market segments in the school population just as there are in the real world. When buying a product for the store, students and advisors should have a clear idea regarding which segment will be interested in purchasing the product. The interests of each of the segments can be very different and is reflected in the type of merchandise they might be willing to buy.

Some elements to look for might include:

1. Fashion consciousness.
2. Social activities.
3. In school activities.
4. Income level of student/parent.
5. Grade level (freshman vs. senior).
6. Cultural activities.
7. Sports involvement.
8. Currently employed.
9. Required course materials.

In the case of an established store, customers might be interviewed to determine their preferences concerning fashion, types of merchandise to be carried, and price they might be willing to pay. (See Sample Student Survey at the end of this narrative.)

Observations of customers in the store can lead to a better understanding of the operation's customers. Traffic patterns can be charted as well as specific purchases.

Resources

Additional information related to the buying function in school store may be found in the following resources.

See bibliography #2, 13, 16, 23, 29, 46, 38, 39, and 55.

Vendor Evaluation Guidelines

1. Was this company recommended by another store or instructor?
2. Is there a sales representative available nearby?
3. Will the company send samples?
4. How long will it take to receive the merchandise? Will partial shipments be sent?
5. How long will it take to receive reorders?
6. Does the company sell "brand name" merchandise?
7. Does the company back its products?
8. Is the product line suitable for our store? If yes, to what particular segment?
9. Will the company accept defective returns.
10. Will the company accept returns on merchandise that arrive late for a season or special event?
11. Will the store receive priority in merchandise shipments, or will shipments first be made to non-store accounts?
12. Can the store buy in small quantities?
13. Are the wholesale prices low enough for a decent mark-up?
14. Can the products ordered be traded with other school stores if they don't sell in ours? (i.e. are the goods generic?)
15. Does the company furnish support services such as advertising or display materials?
16. What terms does the company offer?
17. Does the company offer credit? (30, 60, 90 days)
18. Will the store receive a cash discount for sending payment early? Are seasonal or quantity discounts offered?
19. Is the sales representative's selling personality appropriate for our store?
20. Does the company have any hidden costs that are added to the cost of the merchandise?

Vendor Followup Checklist

1. Was the merchandise delivered on the promised date? Yes No
2. Was it received in good condition? Yes No
3. Do you consider the vendor reliable? Yes No
4. Was the order complete and accurate? Yes No
5. What percent of shipment was damaged? _____
6. Were any adjustments necessary? Yes No
7. Were adjustments handled quickly and fairly? Yes No
8. Was the vendor honest and fair in dealing with the store? Yes No
9. Was the sales representative cooperative? Yes No
10. Did the vendor follow through on its promise of service? Yes No
11. Was the quality of merchandise worth the price charged? Yes No
12. Was the prestige of the merchandise compatible to your store's image? Yes No
13. Were there any retail customer complaints regarding the merchandise? Yes No
14. Did the vendor keep the store informed of new trends in their industry? Yes No
15. Does the vendor send the store catalogs on a timely basis? Yes No

SAMPLE STUDENT SURVEY
CLOTHING SURVEY-BUYER PREFERENCE

The school store is in the process of ordering a senior shirt for the class of 19__. Please help us identify the needs of the senior class by answering the following questions. Please circle your response or provide the information requested.

1. What type of shirt do you prefer to wear?
   - Sweatshirt (go to Q #2)
   - T-shirt (go to Q #3)

2. If you prefer a sweatshirt, what type do you prefer?
   - Regular crew
   - Hooded
   - Heavyweight crew

3. If you prefer a T-shirt, what type do you prefer?
   - Short sleeve
   - Long sleeve
   - Sleeveless

4. What design would you prefer on the shirt?
   - School mascot/ year
   - Names of class members

5. What color shirt do you prefer?
   - White
   - Red
   - Grey
   - Blue
   - Class colors
   - Other _____

6. What price range would you be willing to spend for this shirt?

   $7.00 - 9.99 $10.00 - 14.99 $15.00 - 19.99 $20.00 and up

7. At what time of year would you like to have this shirt to wear?

   September - October November - December
   February - March April - May

Thank you for your cooperation.

SUGGESTIONS FOR

MARKETING EDUCATION

SCHOOL STORE MERCHANDISE LIST

GENERAL SCHOOL SUPPLIES

Colored pencils
Pens and pencils
Refills
Rulers
Erasers
Dividers
Notebook paper
Poster board
Manila folders
Staplers
Reinforcements
Tape
Compasses
Book covers
Lead for pencil
Dictionary (small)
Colored paper
Assignment notebooks

DEPARTMENTS

Shop

Glue
Sand paper
Paint brushes
Shop aprons
Safety glasses
Steel wool

B.O.E.

Typing paper
Ink erasers
Steno pad
Carbon paper
Correcto-type
Envelopes

Physical Education

Towels
Gym shorts
Socks
T-shirts
Foot powder
Gym suits
Tennis shoes

DEPARTMENTS (continued)

Chemistry

Plastic aprons
Safety glasses
Graph paper
Spiral notebooks

Home Economics

Zippers
Pin cushions
Needles (#8 sharp)
Straight pins
Thread
Scissors
Tape measures
Candy thermometer
Hooks and eyes
Instructional booklets
Patterns
Elastic
Snaps
Gauges
Bobbins (Singer 400)
Tracing wheel
Tracing paper

Mechanical Drawing

Art gum erasers
Lead
Mechanical drawing pencils
(Hardness - HB, H, 2H, 4H, 6H)
Masking tape
Erasing shields
Draftsman dry cleaning pads
Metric drawing pencils

English

Filler paper
Required books
(paper backs)
Steno notebook

Art

Special lettering
pencils
Paint
Charcoal
Pastels
Scratch pads (white)
Water color sets
Canvas board
Colored pencils
Charcoal pencils
Pen points
Macrame card
Metric drawing
pencils

Math

4 in 1 triangle
Protracters
Slide rules
Compass
Ruler
Geometer

APPAREL

Jackets
Windbreakers
Sweatshirts
Hats
T-shirts

NOVELTY ITEMS

Key chains
Sun glasses
All occasion greet-
ing cards
Pennants
Decal

NOVELTY ITEMS (continued)

Posters
Black lights
Incense
Incense burners
Sew-on patches
Pocket games -- tic-tac-toe
Chess
Humorous greeting cards
"Love Is" cards
Scene cards
Panty hose
Candles
Leather goods
Playing cards
Timex watches

FOOD ITEMS

Candy bars
Popcorn
Yogurt
Health Food Items (Nuts, Granola bars etc.)
Chips
Pies -- cakes
Hot chocolate
Donuts

BUYING TASK STATEMENTS AND LEARNING ACTIVITIES

Listed below are duties, tasks and suggested learning activities for the function of buying in school stores. The duties and tasks identified represent General Merchandise Retailing at the Marketing Specialist level of employment.

Duty: Using Purchasing Skills

Tasks:

- -Determine what to buy
- -Determine quantities to buy
- -Determine when to buy
- -Choose vendors/resources
- -Prepare buying plan

Suggested Learning Activities:

- -Prepare a report on buying as a career
- -Have student managers explain policies at a store meeting
- -Report at store meeting the steps in buying
- -Complete a comparison shopping project
- -Visit a trade/buyers show
- -Design a customer survey
- -Check sales records
- -Check customer surveys
- -Talk to vendors
- -Check sales records
- -Create master buy plan for the year
- -Meet with vendors - report on positive/negative aspects
- -Prepare a report which compares several different companies, their products and terms
- -Visit vendors
- -Managers prepare quarterly buying plans
- -Analyze previous sales figures
- -Write to vendors asking for catalogs
- -Contact local business for vendor recommendations

Duty: Using Buying Skills

Tasks:

-Plan buying trip
-Analyze/Select appropriate products
-Calculate merchandising-related discounts
-Determine final cost of product to company
-Order merchandise
-Schedule regular product deliveries

Suggested Learning Activities:

-Visit a vendor or have one visit class
-Attend a gift show (MAGS in Northville)
-Meet with a variety of vendors
-Develop worksheet involving percentages and discounts using products purchased by store
-Prepare a cost analysis on a given product - give report to store manager
-Place orders with vendors
-Compare vendors before ordering
-Create master schedule for deliveries
-Work with vendors on scheduling deliveries
-Put budget on poster board
-Present budget at a store meeting
-Accept consignment items

Duty: Using Retail Planning Skills

Tasks:

-Plan stock
-Plan reductions
-Plan purchases

Suggested Learning Activities:

-Create monthly, quarterly, and yearly stock plans
-Plan a sale to clear out stock
-Figure open-to-buy
-Figure percentages to be spent for each product line
-Figure expenses
-Figure cost of merchandise
-Figure profit percentage

Learning Resources:

The following MarkED laps can be used as learning materials for the buying function. Lap titles are listed in the IDECC Index (1985) (See bibliography #35)

See MarkED lap # AD 15, AD 19, AD 39, DI 39, EM 1, EM 2, EM 5, EM 6, EM 7, EM 9, EM 10, EM 12, EM 18, MA 42, MA 43, MA 45, MA 46, MA 48, ME 62, PS 41, SE 100, SE 101, and SE 103.

STUDENT ACHIEVEMENT RECORD
BUYING FUNCTION

Marketing Specialist Level
General Merchandise Retailing

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
B. Performing Buying Activities		
1. Determine what to buy		
2. Determine quantities to buy		
3. Determine when to buy		
4. choose vendors/resources		
5. Prepare buying plan		

6.	Plan buying trip		
7.	Analyze/Select appropriate products		
8.	Calculate merchandising-related discounts		
9.	Determine final cost of product to company		
10.	Order merchandise		
11.	Schedule regular product deliveries		
12.	Plan stock		
13.	Plan reductions		
14.	Plan purchases		

See Appendix G for a complete Student Acheivement Record at the Marketing Specialist Level.

BUYING COMPUTER APPLICATIONS

Computer applications are increasingly being used in school store settings. The following non-inclusive list of activities are provided to acquaint instructors with potential computer applications for this functional area of store buying. Instructors are encouraged to design and/or purchase appropriate software to enable students to have practical "hands on" experiences with computers.

Suggested Computer Applications for Buying:

-prepare a model (or basic) stock plan.

-keep records of merchandise sold by classification.

-analyze proposals to purchase merchandise, either authorizing, revising, or rejecting the proposal in light of sales forecasts, stock conditions, advertising and promotional plans, merchandise buying plans, or accounting and financial plans.

-identify "hot items" and communicate this information to buyers, the advertising department, and the selling staff.

-identify over-stocked or under-stocked items.

-update merchandise buying plans for a specified time period.

-identify merchandise that is out-of-stock or in short supply.

-enter markup or markdown information into on-line inventory system.

-locate and qualify prospective buyers.

SAMPLE BUYING FORMS

This section provides completed samples of forms frequently used in carrying out the buying function. Blank copies of these forms can be found in Appendix D.

CONSIGNMENT SALES SLIP

Date Oct. 3,

Consignor Village Lamp Post

Address 611 Main Street
Ann Arbor, MI 48130

Purchaser Sue Jones

NUMBER	DESCRIPTION	CP	SP
6465	blank disk	.99	1.99
6466	disk case	1.50	3.00
	Subtotal	2.49	4.99
	Tax	.10	.20
	TOTAL	2.59	5.19

94

CONSIGNMENT AGREEMENT

Village Lamp Post (herein called the consignor) agrees to place the following listed items in the Retail Laboratory (herein called the consignee) for the purpose of resale. The consignor agrees to establish a fair market price for said items and further agrees to permit the consignee to sell said items at a price the consignee determines reasonable, but not less than the fair market price established by the consignor.

The consignee agrees upon sale of any item so consigned to pay the consignor within 10 days the prior established price as indicated in the schedule below. It is further agreed that either party may cancel this agreement upon 10 days notice to the other party.

George Smith
Consignor's Signature

Oct. 1,
Date

Pat Jones
Consignee's Signature

SCHEDULE OF ITEMS CONSIGNED

NUMBER	DESCRIPTION	CONSIGNOR'S PRICE
6465	blank disk	.99
6466	disk case	1.50
6467	manual	10.95

PURCHASE ORDER

ORDER DATE	VENDOR NAME AND ADDRESS	SHIP TO:	IMPORTANT: Order Number must appear on all packages, invoice, and correspondence.	ORIGINAL
10/15/	ABC School Supplies 123 West View	South High School 801 Tipton St.		
Net 30 TERMS	Ann Arbor, MI 48103	Ann Arbor, MI 48103	ORDER NUMBER 00001	

HOW SHIP:	WHEN SHIP:	MERCHANDISE GROUP	CANCEL DATE
Truck	(AT ONCE) if not specified	General School Supplies	11/15/

IMPORTANT: TERMS AND CONDITIONS OF ORDER — Any order given on this form will be refused if date of delivery is more than 30 days from date of order. Invoices covering all shipments must be received before or with all shipments of merchandise.

LOT NO OR ITEM	QUANTITY	UNIT	DESCRIPTION	UNIT COST		UNIT RETAIL	
6/13	2	Gross	.10 Notebook Paper	10	08	14	40
6/14	2	Gross	.25 Notebook Paper	24	48	36	00

Bill Adams
MANAGER'S SIGNATURE

34.56
TOTAL COST

SCHOOL PURCHASE ORDER

School Store
(ACTIVITY PROGRAM FUND)

001-64-6667
(ACCOUNT NUMBER)

Oct. 3,
(DATE)

Ann Arbor Office Supply
(PAYEE OR FIRM)

Net 30
(TERMS)

111 Main Street
(STREET)

Truck
(SHIP VIA)

Ann Arbor MI 48103
(CITY) (STATE) (ZIP CODE)

NUMBER	DESCRIPTION OR PURPOSE	UNIT PRICE	COST
433	Pens (2 dozen)	3.99	7.98
289	legal pads (4 dozen)	1.50	6.00
			13.98
			.56
		TOTAL	$ 14.54

Requested By: Pat Jones
(SIGNATURE ACTIVITY SPONSOR)

Approved By: Dick Smith
(SIGNATURE PERSON AUTHORIZED TO SIGN)

Position: Accounting

I hereby certify that $ 14.54 is available in the said activity program fund for payment of the above obligation.

Sue Smith
(SIGNATURE OF CLERK-CUSTODIAN)

SUMMARY OF PURCHASE ORDERS

Company Ann Arbor Office Supply
Address 111 Main Street
Telephone 698-1450

Department Office
Manager Rich Klein
Date Oct 3,

NAME OR DESCRIPTION	STOCK NUMBER	NUMBER IN STOCK	QUANTITY ORDERED	UNIT COST	TOTAL COST	DATE RECEIVED	QUANTITY RECEIVED	RETAIL
Pens	433	6	2 doz	3.99/doz	7.98	Oct 26	2 doz	.99 each
legal pads	289	3	4 doz	1.50/doz	6.00	Oct 26	4 doz	.25 each

BUYERS RESOURCE FILE

CROSS REFERENCE _____

VENDOR Ann Arbor Office Supply
111 Main Street
Ann Arbor MI 48103

VENDOR NUMBER 6-859

MERCHANDISE Office supply

STOCK NUMBER 618

CONTACT George Smith

TERMS Net 30

DISCOUNTS —

FREIGHT:
FOB _____
VIA _____

COST OF MERCHANDISE:
PRICE Avg. / low
PER _____

DELIVERY TIME 1 week

MINIMUM ORDER —

RETAIL:
SUGGESTED _____
MARK UP 40%

Put on 5" X 8" index file cards for handy reference. File alphabetically by vendor's name.

MERCHANDISE AND SALES REPRESENTATIVE
EVALUATION FORM

Name Mark Malone
Date 9-20-8-
Department Merchandising

Company Name Crimson Corner

Favorable products and/or services presented	Mfg. stock #	*	Cost to the store	Suggested retail price	Minimum amount
1. University of Michigan Sweatshirt	M158		7.98	15.98	36
2. University of Michigan Sweatshirt (raised letter)	M160		9.98	20.98	36
3. Michigan State University Green shirt/White Sleeve	MU113		5.95	10.95	48
4. Harvard University Maroon on White	H158		7.95	15.95	42
5. Harvard University White on Maroon	H159		7.95	15.95	42
6.					
7.					
8.					
9.					
10.					

Unfavorable products/services presented

1. U of M - Childs T-shirt	M108		4.98	9.98	48
2. MSU - Puffed ink sweatshirt	MU118		15.95	28.95	48
3. UCLA - Gold on Blue	UC824		6.98	13.98	48
4.					
5.					

*Rate the favorable items above from 1-? as to your favorite(s).

Favorable Features and Techniques of Salesperson

Unfavorable Features and Techniques of Salesperson

PROMOTION FUNCTION

Promotional activities are used to inform, persuade, and remind customers about a business' goods and services. The school store, like any other business, should utilize promotional activities that will communicate messages most effectively within the limited financial resources and media available.

All promotional efforts should be coordinated with the merchandise and services available in the store and aimed at the appropriate target audiences. In addition, promotional campaigns should be timely. Throughout the school year there are many occasions which provide opportunities for promotional themes (See promotional calendar at the end of this narrative).

Major promotional activities may include visual merchandising, advertising, publicity, and special promotions. Assigning a promotional department manager to oversee the promotional activities provides valuable assistance to the store operator as well as providing an ideal learning opportunity.

Visual Merchandising

Visual merchandising consists of exterior window displays, interior displays, and counter displays. Students should have an active role in planning, building, maintaining, and dismantling of all displays. These jobs may be assigned to a group of students in a promotion department, or to individual students on a rotating basis.

Advertising

Advertising activities which students can carry out as part of the school store's promotional campaign include: school newspaper ads; ads in yearbooks, programs and other specialty publications; morning announcements; flyers; banners; hallway posters; local cablevision; taped video or audio commercials; sandwich boards; and electric signs in the cafeteria.

Since school store advertising budgets are typically very limited, the store operator should encourage students assigned to this function to identify and capitalize on all publicity opportunities to supplement paid advertising.

Special Promotions

Special promotions especially useful in a school store campaign are: games; contests; auctions; outside sales activities (e.g., sidewalk sales, pushcart in the cafeteria); raffles; special events (e.g. prom, big game); coupons (and coupon search); free samples or giveaways; and grab bags.)

As with the visual merchandising, students should be involved from beginning to end in the creation and development of ads, publicity, and special promotions.

The promotion function provides an excellent opportunity for students to identify their talents and display their creativity. For those with special talents and abilities, it is an opportunity tc further develop their potential.

Resources

Additional information related to the promotion function in school stores may be found in the following resources.

See bibliography #2, 4, 17, 23, 36, 38, 39, 46, 53, and 68.

PROMOTION GUIDE FOR ANNUAL EVENTS

JANUARY

White Goods
Pre-inventory sale
Clearance Sale

FEBRUARY

Lincoln's Birthday
Washinton's Birthday
Valentine's Day

MARCH

Spring Break
St. Patrick's Day
National DECA Month

APRIL

All Fool's Day
Easter
Baseball Season
April Showers

MAY

Mother's Day
Memorial Day
Graduation
Clearance sale

JUNE

Summer vacation
Father's Day
Graduation
Summer Apparel

JULY

Independence Day
Beach Wear
Travel Needs

AUGUST

Back-to-school
Fall Wear
Summer clearance

SEPTEMBER

Grand opening
School needs
Fall opening

OCTOBER

Halloween
Columbus Day
Homecoming
Sweetest Day

NOVEMBER

Thanksgiving
Cold Weather Apparel
Basketball Season

DECEMBER

Christmas
New Year
Pre-Christmas Sale

PROMOTION TASK STATEMENTS AND LEARNING ACTIVITIES

Listed below are duties, tasks, and suggested learning activities for the function of promotion in school stores. The duties and tasks identified represent General Merchandise Retailing at the Marketing Specialist level of employment.

Duty: Using Advertising Skills

Tasks:

- -Calculate media costs
- -Select promotional media
- -Develop advertising headlines
- -Prepare (print) advertising copy
- -Select advertising illustrations
- -Develop advertising layouts
- -Select type style for print advertisements
- -Check advertising proofs

Suggested Learning Activities:

- -Feature products from different departments as "SPECIALS OF THE WEEK"
- -Prepare flyer advertisements to be distributed within school
- -Write ads for student publications
- -Plan "radio" spots for the school store in the daily announcements
- -Construct school store signs to advertise the store

Duty: Using Visual Merchandising Display Skills

Tasks:

- -Develop color scheme
- -Construct display backgrounds
- -Select and use display fixtures
- -Letter display signs
- -Design display signs
- -Design preliminary display sets
- -Design special-purpose displays
- -Prepare merchandise for display
- -Arrange display products

-Dress and assemble mannequins
-Adjust/Install display lighting
-Maintain display workshop area
-Assemble displays
-Maintain displays
-Care for live plants
-Dismantle displays
-Promote through publicity/public relations
-Write (publicity) news release
-Decorate business/department

Suggested Learning Activities:

-Plan displays, in groups, on a rotating basis
-Use merchandise that is featured "on sale" for a certain week
-Demonstate pinning and draping techniques on mannequins
-Keep floor of display area free of dust
-Clean windows in display area regularly
-Return all merchandise to proper rack or shelf
-Clean display area
-Return all display props to proper place

Duty: Using Management Skills in Promotion

Tasks:

-Select merchandise for promotion
-Use past advertisements for promotional planning
-Coordinate promotional activities
-Plan/Schedule displays/themes with management
-Coordinate promotional and selling activities

Suggested Learning Activity

-Plan displays around themes; Homecoming, Halloween, Christmas, etc.

Learning Resources:

The following MarkED laps can be used as learning materials for the promotional function. Lap titles are listed in the IDECC Index (1985) (See bibliography #35)

See MarkED lap # (Advertising) AD 15, AD 16, AD 17, AD 18, AD 19, AD 39, EM 6, EM 9, EM 14; (Display) AD 15, AD 16, EM 14, DI 36, DI 39, and DS 41.

STUDENT ACHIEVEMENT RECORD
PROMOTION FUNCTION

Marketing Specialist Level
General Merchandise Retailing

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
C. Performing Promotion Activities		
1. Calculate media costs		
2. Select promotional media		
3. Develop advertising headlines		
4. Prepare (print) advertising copy		
5. Select advertising illustrations		
6. Develop advertising layouts		

7.	Select type style for print advertisments		
8.	Check advertising proofs		
9.	Develop color scheme		
10.	Construct display backgrounds		
11.	Select and use display fixtures		
12.	Letter display signs		
13.	Design display signs		
14.	Design preliminary display sets		
15.	Design special-purpose displays		
16.	Prepare merchandise for display		
17.	Arrange display products		
18.	Dress and assemble mannequins		
19.	Adjust/Install display lighting		
20.	Maintain display workshop area		
21.	Assemble displays		
22.	Maintain displays		
23.	Care for live plants		
24.	Dismantle displays		
25.	Promote through publicity/public relations		
26.	Write (publicity) news release		
27.	Decorate business/department		
28.	Select merchandise for promotion		
29.	Use past advertisements for promotional planning		
30.	Coordinate promotional activities		
31.	Plan/Schedule displays/themes with management		

32. Coordinate promotional and selling activities		

See Appendix G for a Student Achievement Record form containing all tasks at the Marketing Specialist Level.

PROMOTION COMPUTER APPLICATIONS

Computer applications are increasingly being used in school store settings. The following non-inclusive list of activities are provided to acquaint instructors with potential computer applications for this functional area of promotions. Instructors are encouraged to design and/or purchase appropriate software to enable students to have practical "hands on" experience with computers.

Suggested Computer Applications for Promotion

-develop advertising layouts and illustrations.

-prepare an advertising budget and schedule.

-verify the availability of merchandise.

-evaluate the effectiveness of advertising campaigns.

-maintain customer/prospect or vendor lists on microcomputers.

-access data bases to identify new prospects.

-use models of populations to select market segmentation strategy.

-retrieve information on special events in the life of customers to which personalized advertising can be directed, (e.g.: birthdays, anniversaries, weddings, funerals, graduation, etc.).

-provide information about sales promotion activities in the store

-use on-line inventory management systems to locate advertised merchandise in the store and to check on its availability.

-spotcheck displays for refilling, rearrangement, or notifying sales force of dwindling supply.

-check pricing and availability of merchandise in the store against competitor's.

-utilize the store's display fixture data base to locate various display fixtures that are available for the construction of new displays, and to update the data base on the (new) location of display fixtures and their condition.

-store, search, retrieve and create display layouts

-print a list of all the fixtures, tools, and supplies necessary to construct a display.

-access, search, or add a list of seasonal or storewide promotional themes on computer storage media.

-design letter and print point-of-sale signs

-develop a scheduling plan of displays and display themes

-simulate the effects of various display-lighting techniques

-input copy for point-of-sale

-obtain current fashion and merchandising information

-monitor customer traffic and merchandise selection as an aid for future planning following its removal from display.

-analyze and correlate display requests from individual departments.

SAMPLE PROMOTION FORMS

This section provides completed samples of forms frequently used in carrying out the promotional function. Blank copies of these forms can be found in Appendix D.*

*Informational items and illustrations, included with the sample forms in this section, are not repeated in the appendix.

PROMOTION PLANNING CALENDAR

Month	Promotion Themes	Merchandise to be Featured
September	Back to School	School Spirit Wear Notebooks Pens / Pencils
October	Halloween Homecoming	Spirit Wear Jewelry Flowers
November	Cold weather Apparel	Sweatshirts Sweat pants Jackets
December	Christmas	Toys Clothing Stuffed animals
January	Clearance Sale	Over stocked items
February	Valentine's Day	Stuffed animals Gifts, flowers Jewelrey
March	Spring Break	Summer wear
April	Easter	Gifts Stuffed animals
May	Clearance Sale	Store-wide sale

MONTHLY
SCHEDULE OF EVENTS

August

-prepare speeches for promoting the school store to the new students

-order beginning stock

-print and distribute to all teachers order forms, bulletins, etc. (see samples)

-prepare and submit an ad for the school newspaper

-meet with DE students to explain school store, its operation and purpose

-meet with store staff to explain and train personnel in operating the store

-set up all files for forms and receipts in managing the store

-print plentiful supply of all forms needed for the year in running the store

-analyze gross sales records from preceding year to determine probability of trend

September

-prepare posters for promotion of school store

-set up display in DE display case of what the store carries and sells

-anticipate low sales

October

-anticipate heavy sales (Halloween)

November

-stock up on supplies for final exams

-anticipate sales slowing down

-inventory stock

MONTHLY SCHEDULE OF EVENTS (continued)

December

-curb ordering on all perishable candy because of Christmas vacation

-anticipate low sales

-place an order to be delivered the day before, or on the day school reopens after Christmas vacation

January

-restock store and inventory

-anticipate low sales

-prepare work schedule as some students may be at a DECA Area Conference

-hold election for new Store Manager

-call a meeting of personnel working in store and resolve problems of the store, if any, with new manager

February

-stock up for final exams

-anticipate heavy sales

-work out store schedule as some students may be attending DECA State Conference

March

-anticipate heavy sales

-evaluate physical needs of store and order, if possible, new equipment (shelves, display cases, etc.) for following year

April

-plan a spring sale

-stock Easter candies, cards, etc.

May

-slow down ordering to sell out of all candy; cut prices if necessary

-anticipate a slight decrease in sales from preceding month

-stock up on supplies for final exams

MONTHLY SCHEDULE OF EVENTS (continued)

May (continued)

-check and evaluate store security (locks, alarms, windows, etc.) before school ends

June and July

-SCHOOL OUT

-gather ideas for promotion during the next school year

OAVC
STORE
GRAND OPENING

Monday Oct.23
Thru
Oct. 27

FUZZY CRITTERS
REG $1.29
SALE 90¢

RITZ CRACKERS
REG 1.09
SALE 79¢

GENO PIZZA ROLLS
REG 79¢
SALE 54¢

TRASH BAG
REG $1.09
SALE 75¢

BANQUET FRIED CHICKEN
REG $2.59
SALE $1.87

7 PIECE SCREWDRIVER SET

REG 4.99

NOW ONLY $3.99

SNOW BRUSH

REG 99¢

SALE 69¢

HUNTING MASK

REG $2.39

SALE $1.38

BLUE BONNET MARGARINE

REG 69¢

SALE 50¢

MR FREEZE FREEZE POPS

REG 5¢

SALE 3¢

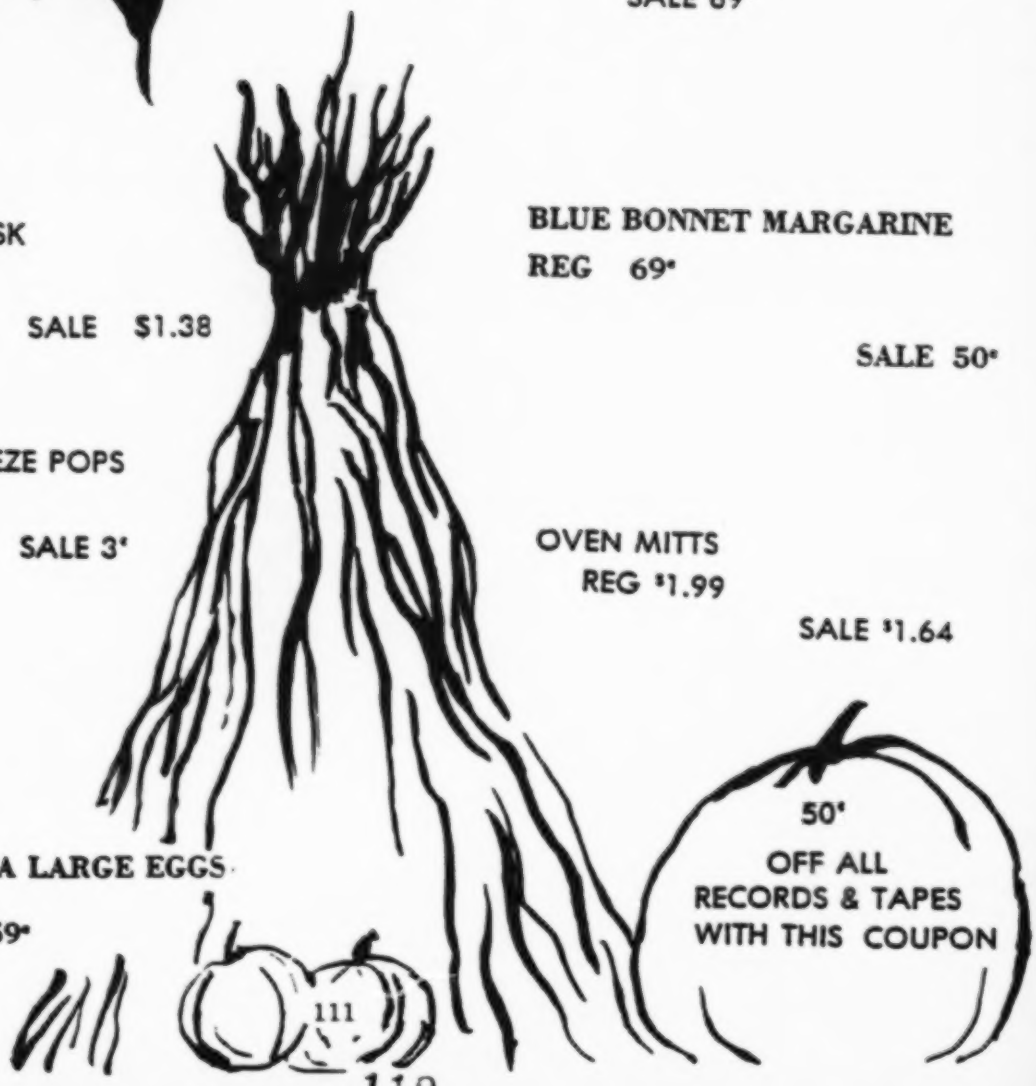
OVEN MITTS

REG $1.99

SALE $1.64

GRADE A EXTRA LARGE EGGS

SALE 59¢



50¢

OFF ALL

RECORDS & TAPES

WITH THIS COUPON

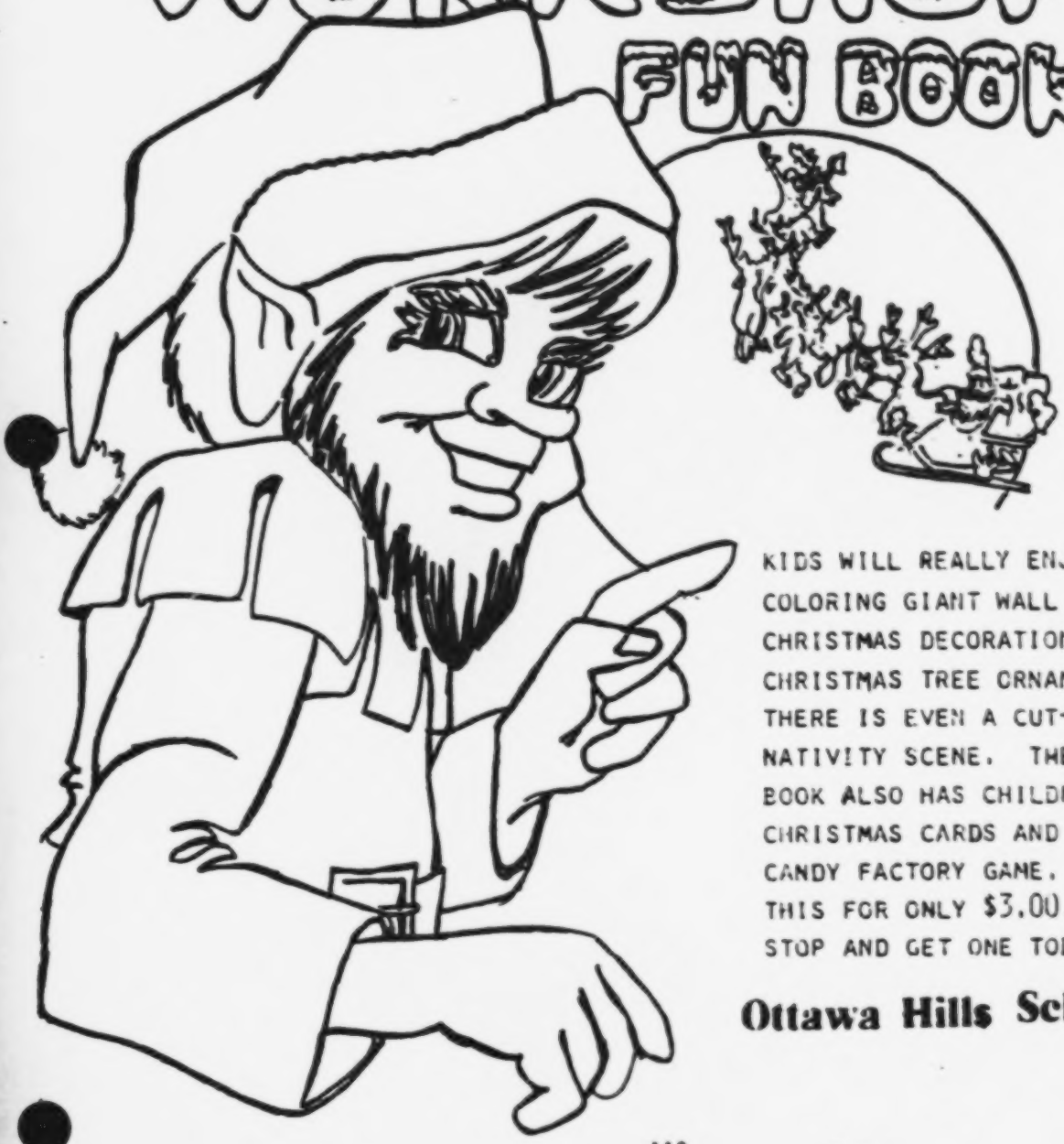
THANKSGIVING SPECIAL

$1 OFF Selected Albums

With This Coupon You Can Get $1 Off On Any Of The Albums Below

GET A

SANTAS WORKSHOP FUN BOOK



KIDS WILL REALLY ENJOY COLORING GIANT WALL MURALS, CHRISTMAS DECORATIONS, AND CHRISTMAS TREE ORNAMENTS. THERE IS EVEN A CUT-OUT NATIVITY SCENE. THE FUN BOOK ALSO HAS CHILDREN'S CHRISTMAS CARDS AND THE CANDY FACTORY GAME. ALL THIS FOR ONLY $3.00. STOP AND GET ONE TODAY.

Ottawa Hills School Store

Valentine Sale

2 for $1

with this coupon...

Jergens lotion reg. 65¢
Prell shampoo reg. $1.08
Tame creme rinse reg. 99¢
Blistex reg. 69¢
Binaca breath deoderant reg. $1.09
Q-tips reg. $1.26
Crest reg. 95¢
Colgate reg. 95¢
Listerine reg. $1.09
Lectric shaving cream reg. $1.19
Gillette shaving foam reg. $1.32
Cotton balls reg. 89¢

3 for $1

with this coupon

Emery board reg. 39¢
Rubbing alcohol reg. 46¢

$1

with this coupon

Right Guard reg. $1.89
Dial reg. $1.51
Ban reg. $1.49
Visine reg. $1.54
Head and Shoulders reg. $1.38
Jergens reg. $1.23
Vaseline hand lotion reg. $1.32
Band-aids reg. $1.45
Razors reg. $1.44

JUST ARRIVED

OTTAWA HILLS STAFF SHIRT

BE COOL THIS SUMMER IN A CLASSIC MESH KNIT SHIRT IMPRINTED FOR THE OTTAWA HILLS STAFF. FOR GUYS OR GALS IN COTTON/POLYESTER BLEND FOR EASY CARE. IT FEATURES A HANDY POCKET AND AN ATTRACTIVE FOUR BUTTON FRONT.

COST : $7.95

BUY ONE THIS WEEK AND GET 10% OFF

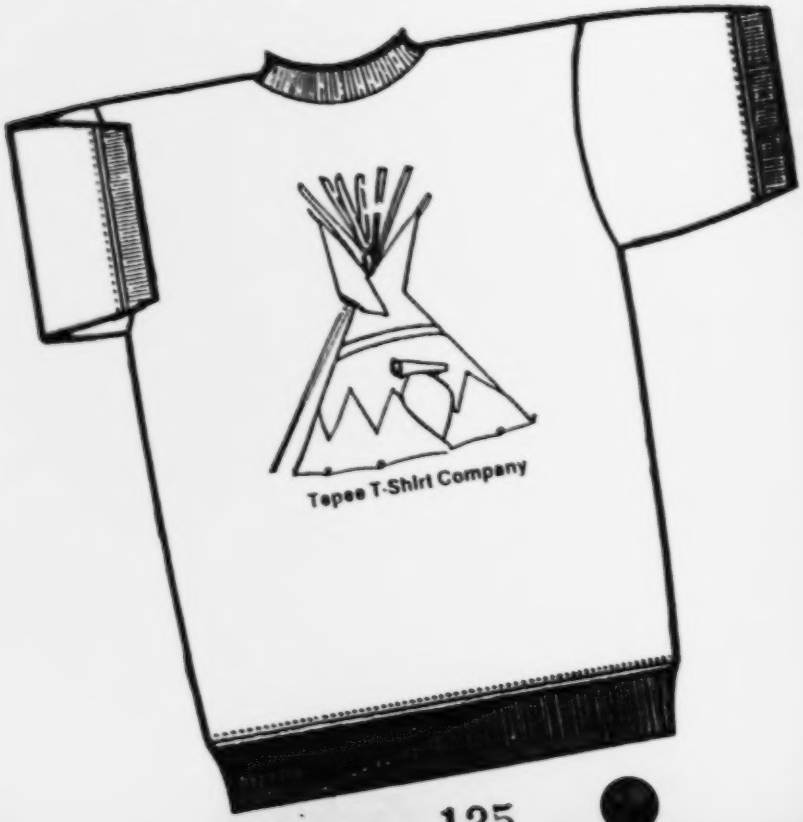
Ottawa Hills High School Store

Operated by - Merchandising Co-op Students

Identify Your Organization With Custom:

T-SHIRTS

From



Tepee T-Shirt Company

Give your organization that extra touch. Show everyone that you are proud of the group that you belong to by wearing a special T-Shirt.

Tepee T-Shirt Co. will print personalized T-Shirts for your club or organization. Check out the various colors, shirt styles, and inks that we have. Give us your design or an idea and we will do the rest. Stop in to the School Store today and get more details.

T-Shirts Available

1. All white T-Shirt.
2. Solid color T-Shirt *(Lt. Blue, Sand, Yellow, Navy, Red, and Black).*
3. Ringer T-Shirt *(White/Navy and White/Red).*
4. Quarter sleeve baseball T-Shirt *(White/Navy and White/Red).*

T-Shirt Sizes

Adult size only; Small, Medium, Large, and Extra Large.

Ink Colors Available

Brown, Green, Red, Orange, Lt. Blue, Dk. Blue, Yellow, and Black.

Shirt Prices

	13-36	37-72	73-144
one color imprint	$4.00 ea.	$3.75 ea.	$3.50 ea.
two color imprints	$4.50 ea.	$4.25 ea.	$4.00 ea.
three color imprints	$5.00 ea.	$4.75 ea.	$4.50 ea.

Set Up Fee

(not included in shirt cost)

One color $10.00
Two color $15.00
Three color $20.00

(Please allow 3-4 weeks for completion of order)

ATTENTION CLUBS, ORGANIZATIONS, AND OTHERS

Are you planning activities, fund raisers, and other social gatherings? While you're making plans for these events, be sure to remember publicity. There is no better way to let people know what's happening than with an attractive sign. Signs are the best way to communicate with the public because they are simple yet effective, cost very little, and are remembered by people who read them.

You probably know how important signs are, but did you know that you can get professionally made signs right here at Ottawa? Well you can.

Introducing Indians Advertising Company. Indian Advertising is a sign making business located in the Ottawa Hills School Store. We produce high quality, custom signs that will not only publicize any activity but will also fit into any budget. Also, customer satisfaction is a priority at Indian Advertising.

With all the activities you probably have planned for the year, you're no doubt going to need promotion. Isn't it nice to know that you can have signs made right here at school. Why not stop in and see what Indian Advertising can do for you.

INDIAN
ADVERTISING

PROCEDURE FOR ORDERING SIGNS

When you are ready to place your order from Indian Advertising Co. you should follow the procedure listed below.

Obtain an order form from the bookstore.

Fill out the order form completely and be sure to sign your name where indicated.

Make sure that you know what size, what type of letters, and what colors for the sign board and ink are preferred.

Return the form to the bookstore at least three days in advance.

PRICE LIST

Sign Size	1-3 Signs	4-6 Signs	7 or more Signs
14 x 22	.75 ea.	.60 ea.	.50 ea.
11 x 14	.60 ea.	.50 ea.	.40 ea.
11 x 7	.40 ea.	.35 ea.	.30 ea.
5 x 7	.30 ea.	.25 ea.	20 ea.

*Custom signs are available on quotation basis.

SIGNBOARD COLORS

Signboard is available in the following colors: White, Lt. Blue, Red, Orange, Gold, Yellow, Blue, and Green.

INK COLORS

Ink for the signs comes in the following colors: Black, Blue, Red, Orange, Brown, Green, and Yellow.

AB 12

Futura Bold Condensed
18 line

AB

Sans Condensed Bold Upper Case
12 line

ab 12

Sans Condensed Bold Lower
case 12 line

AB

Murray Hill Bold Upper Case
12 line

130

120

ab

Murray Hill Bold Lower Case
12 line

AB

Stymie Bold Upper Case
10 line

ab

Stymie Bold Lower Case
10line

ABC 12

20th Century Ex. Bold
Condensed 72 pt.

ABC 12

20th Century Ex. Bold
Condensed 48 pt.

ABC 12

20th Century Bold 36 pt.

ABC

20th Century Extra Bold
24 pt.
Lower Case

12 abc

20th Century Extra Bold
24 pt. Upper Case

INDIAN ADVERTISING CO.

Sign Order Form

Quantity	Write Sign Copy here Indicating Heading, Subheading, Etc.
Sides One ☐ Two ☐	
Placement Horizontal ☐ Vertical ☐	
14" x 22"	
11" x 14"	
11" x 7"	
5" x 7"	
Custom Size x	
When Wanted	
Organization Dept. Etc.	
Sign Board Color	
Ink Color	
Letter Style(s)	
Ordered By	

All sign Orders Must be in at least Three Days in advance

OPERATIONS FUNCTION

Receiving and checking merchandise, pricing, stocking, controlling, and store maintenance are the major activities which make up the operations function.

Receiving/Checking

School office personnel should be alerted that merchandise received for the store requires the store operator's signature. This procedure will prevent missing shipments and routing of store merchandise to the wrong department.

All students in the store should be taught the basics of receiving merchandise to minimize damage and loss. For example: counting boxes and noting obvious damage before accepting the shipment; lifting and opening boxes safely; and performing blind checks.

Pricing

After merchandise is received, the next step is to price and mark it. Pin tickets (or plastic inserts) should be used on all clothing items while stickers may be used on most others. Price stickers and pin tickets should be placed on merchandise where it will not cause damage. Although dump displays with a single price sign are not always advisable (due to the potential for lost price information), they are appropriate in some instances. (See store equipment list, Appendix C, for information on pricing equipment. See "School Store Price Tickets" at the end of this narrative for additional information on price tickets.)

Color coding of price tags can be useful for dating merchandise and distinguishing between departments and/or styles of merchandise.

Before priced merchandise is placed on the shelf for sale it should be entered into the inventory system.

Stocking

When stocking merchandise, the following guidelines should be observed.

1. Use the same hangers on the same type of merchandise.
2. Put hangers in from the bottom, don't stretch neck.
3. Use proper folding techniques.
4. New items should be highlighted in the store.
5. Rotate stock in the proper manner (i.e., FIFO).

Inventory Control

There are two methods of inventory control. The first is a perpetual system which keeps track of merchandise as it is sold and the second is a physical system in which there are actual physical counts periodically.

If it is necessary to keep large numbers of students involved in the store operation, an on-going physical inventory may be appropriate. In a smaller program, a less time consuming computerized system would be more advisable. In nearly all cases, a combination of the two provides the most accurate records.

Another consideration in making inventory decisions is that a perpetual system is an accurate method of keeping track of large ticket items, but can quickly bog down when used on inexpensive and plentiful merchandise such as candy. (See the Store Security section for detailed information on inventory techniques.)

An important part of an inventory control program is markdown procedures. If there is no control of markdowns, the profit picture becomes distorted. Stores markdown merchandise for a variety of reasons--to attract customers, to move slow sellers, etc. Markdowns may be planned to insure timely sales, or may be forced to minimize losses. Regardless of the reason or timing, recording of the new markdown prices in the book inventory records is essential to accurate accounting.

Store Maintenance

An element of operations that is often overlooked even by major retailers is that of regularly scheduled maintenance. All merchandise should be cleaned and dusted on a regular basis. The floors should be vacuumed or mopped, windows and display cases cleaned, and garbage emptied on a scheduled basis. This schedule should be rotated so the same students aren't assigned the same jobs all the time.

Students must understand the importance of a clean environment in establishing the image of the store in the customers mind.

Loss Prevention

Loss prevention concerns pervade all school store operations activities. These concerns are discussed in detail in the following Store Security Function section.

Resources

Additional information related to the operations function in school stores may be found in the following resources.

See bibliography #1, 2, 4, 11, 13, 16, 23, 25, 26, 29, 32, 38, 39, 42, 43, 44, 45, 55, 56, 58, 59 and 60.

SCHOOL STORE PRICE TICKETS

A school store can utilize several methods of marking price and other information on its merchandise. Self-adhesive labels, string tickets and pin tickets are the most common price tags used. Where appropriate, rubber stamps and stamper machines are used to stamp the price in ink on an item. In cases where it is impractical to price mark every item within a merchandise category, the price and other information is marked on the box or bin. Pencils would be priced in this manner.

Unless the goods are being sold at the vendor's "pre-price", i.e., the prices marked on the item by the manufacturer or vendor, all merchandise sold in the store is generally priced with a price tag. Exceptions to this would be merchandise that is returnable to the vendor if in "like new" condition. Paperback books are an example because sticking a tag on the cover would probably deface it rendering it non-returnable.

The most common method of marking an item in the store is with one of the Monarch hand labeling machines. These machines eject a self-adhesive label directly on the item to be marked. It is a very fast and effective system and relatively inexpensive. Monarch hand labelers cost between $40 and $150.

Regardless of what type of price tag is used on an item, be it the Monarch or a hand printed string ticket, the following coded information will appear on the price ticket.

1. The group number, merchandise category, etc.
2. The date (year or month) the item was put in stock
3. The cost of the item coded to keep this information confidential

There are reasons why this information is contained on the tag. The group number or merchandise category corresponds with the departments on the cash register. From the price tag the cashier can very quickly determine what departmental key to use. The date indicates how old the merchandise is which is beneficial when making markdowns and taking inventory. The cost of the item is used directly in taking inventory in a fast, efficient manner. This information is coded because the average customer does not realize that the difference between the cost and the retail prices is not pure profit . . . that a major portion of the markup goes to cover the expenses of doing business. In all cases, coded information is CONFIDENTIAL AND NOT TO BE DISCUSSED with outsiders.

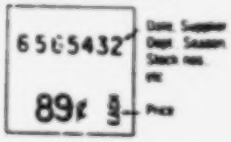
When coding information to appear on the price tag, many retailers use a ten letter word or phrase with none of the letters being the same. Each letter represents a single digit. For example:

M O N E Y T A L K S	or	P A T H F I N D E R
1 2 3 4 5 6 7 8 9 0		1 2 3 4 5 6 7 8 9 0

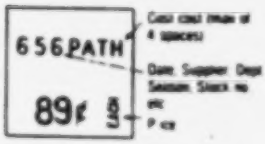
The following are examples of print formats using a hand labeler. A complete catalog can be obtained by contacting Monarch Marking Systems toll-free at 800/543-6650.

Used for candy, snacks, or bottled juices.

PRINT FORMAT #1

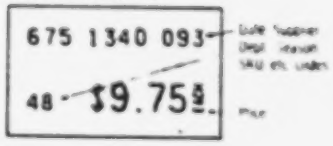


PRINT FORMAT #2

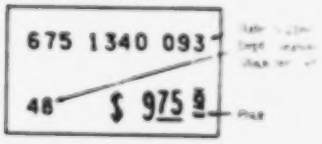


Used for most all other merchandise where the additional information is necessary on the price tag.

Print Format #1

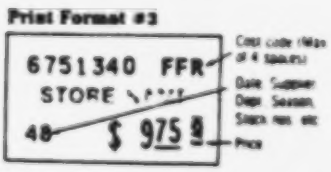


Print Format #2



Used mainly for apparel and fashion items where other detailed information is necessary for stock control.

Print Format #3



OPERATIONS TASK STATEMENTS AND LEARNING ACTIVITIES

Listed below are duties, tasks and suggested learning activities for the function of operations in school stores. The duties and tasks identified represent General Merchandise Retailing at the Marketing Specialist level of employment.

Duty: Operating equipment

Tasks:

- -Handle company equipment properly
- -Operate calculator
- -Complete housekeeping responsibilities

Suggested Learning Activities:

- -Conduct training sessions on proper handling of equipment
- -Have department heads cover safety rules and regulations with employees
- -Establish a "No Accident Award" to be given to the class that has no accidents, either to equipment or to people
- -Have students review safety procedures during store meeting
- -Have students lift boxes, etc., using proper safety procedures
- -Have managers train employees in safety precautions for display work, lifting merchandise, cleaning, operating electrical tools, products etc., keeping aisles and floors clean of obstructive items.
- -Clean store daily/hourly

Duty: Performing Physical Distribution Activities

Tasks:

- -Determine processing priorities
- -Check incoming stock
- -Reconcile shipping/receiving discrepancies
- -Process returned/damaged product
- -Process returns to vendors
- -Price mark stock (stamps, tags, tickets, etc.)
- -Make price changes

-Select appropriate storage equipment
-Route stock to selling floor
-Transfer stock (to/from Depts., etc.)
-Route freight
-Maintain stock levels
-Complete stock counts
-Calculate inventory shrinkage
-Maintain unit inventory control systems

Suggested Learning Activities:

-Plan layout of stock in store
-Have contest for layout of stock
-Assign students to teams of two to count inventory
-Price incoming merchandise using a two-line price gun
-Check all tickets for correct information
-Markdown products
-Markup products
-Assign students to department/product to maintain price tickets
-Reticket all returned merchandise
-Ticket all incoming merchandise (including candy)
-Maintain records of markdowns
-Maintain records of markups
-Compare physical inventory to perpetual inventory

Learning Resources:

The following MarkED laps can be used as learning materials for the operations function. Lap titles are listed in the IDECC Index (1985) (See bibliography #35)

See MarkED lap # EM 5, EM 6, EM 7, EM 9, EM 10, MA 42, MA 43, MA 45, MA 46, and MA 48.

STUDENT ACHIEVEMENT RECORD

OPERATIONS FUNCTION

Marketing Specialist Level
General Merchandise Retailing

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
D. Performing Operations Activities		
1. Handle company equipment properly		
2. Operate calculator		
3. Complete housekeeping responsibilities		
4. Determine processing priorities		
5. check incoming stock		
6. Reconcile shipping/receiving		

	discrepancies		
7.	Process returned/damaged product		
8.	Process returns to vendors		
9.	Price mark stock (stamps, tags, tickets, etc.		
10.	Make price changes		
11.	Select appropriate storage equipment		
12.	Route stock to selling floor		
13.	Transfer stock (to/from Depts., etc.)		
14.	Route freight		
15.	Maintain stock levels		
16.	Complete stock counts		
17.	Calculate inventory shrinkage		
18.	Maintain unit inventory control		

See Appendix G for a complete Student Achievement Record at the Marketing Specialist Level.

OPERATIONS COMPUTER APPLICATIONS

Computer applications are increasingly being used in school store settings. The following non-inclusive list of activities are provided to acquaint instructors with potential computer applications for this functional area of store operations. Instructors are encouraged to design and/or purchase appropriate software to enable students to have practical "hands on" experiences with computers.

Suggested Computer Application for Business Operations:

-analyze aging customer accounts for the store's use.

-verify the customer's credit (determine if the customer has a credit account, the amount of the line of credit, the date of the last payment, and the date that the next payment is due.)

-review of credit accounts to identify slow payers or potential uncollectable accounts.

-authorize customer checks.

-using scanning devices that "read" universal product codes (UPC) and/or specially printed characters (optical character recognition--OCR).

-print daily sales reports by department for the total business.

-match merchandise received against order information.

-determine the correct price for an unmarked item.

-find the location of merchandise and reserves within the store (location on the sales floor, or location in the stockroom).

-analyze operating and sales information to schedule sales personnel for adequate coverage.

-prepare required shipping records as they relate to billing, inventory control, and other related functions.

-plan routing and calculate the costs for the transportation of goods, minimizing freight charges and facilitating smooth transfer of shipments to and from carriers.

-store computerized receiving records as required for effective inventory management.

-use on-line inventory management system to spot trends in sales and communicate this information to the selling staff.

-retrieve information stored in electronic data processing equipment to use in communications with customers or vendors.

-enter customer names, addresses, and other needed information for customers and vendors.

-generate reports needed for effective management of the marketing business.

-print forms that are clear, accurate, and correctly spaced.

SAMPLE OPERATIONS FORMS

This section provides completed samples for forms frequently used in carrying out the operation function. Blanks copies of these forms can be found in Appendix D.

STORAGE CONTROL CARDS

Every item in the store has one of these control cards.

Action is posted weekly. It records the date and quantity of the item received and the same information on merchandise moved from the stockroom to the salesfloor (issued).

ARTICLE Coffee mugs	SIZE / UNIT	MAX. / MIN.	LOCATION 3 shelf	STOCK NO. 53

RECEIVED			ISSUED			BALANCE	RECEIVED			ISSUED			BALANCE
DATE	ORDER	QUAN.	DATE	ORDER	QUAN.		DATE	ORDER	QUAN.	DATE	ORDER	QUAN.	
10/1	4	4	10/2	1	1	3							

South High School SCHOOL STORE

INVENTORY FORM

Date Nov. 1 198 4 Counted by Chad Brown

Page Number 1 Checked by Amy Smith

Description of Merchandise	Units on Hand	Unit Price		Total Retail Value	
El Marko Markers	23		59	13	57
Erasable Bond Typing Paper	34		69	23	46
Typing Tablets	42		25	10	50
Stenographic Notebook	61		29	17	69
Montag's Onionskin	16		39	6	24
Notebook Paper .10	136		10	13	60
Notebook Paper .25	84		25	21	00
BIC Click Pens	95		49	46	55
Flair Pens	40		49	19	60
BIC Pens .19	214		19	40	66
BIC Pens .25	76		25	19	00
BIC Pens .49	60		49	29	40
Total Retail Value				261	27

South High SCHOOL STORE

INVENTORY RECAP SHEET

Date November 1, 198

REDUCTION OF INVENTORY TO COST

Physical Inventory at Retail	$ 5,672.20
Markup Percent for Year	(×) .34 %
Dollar Markup for Year	$ 1,928.54
Physical Inventory at Retail	$ 5,672.20
Less: Dollar Markup for Year	(–) 1,928.54
Physical Inventory at Cost	$ 3,743.66

CALCULATION OF MERCHANDISE SHORTAGE

Opening Inventory at Retail	$ 2,072.57
Add: Purchases at Retail	(+) 6,189.93
Total Merchandise for Sale	8,262.50
Less: Net Sales	(–) 2,568.50
Book Inventory at Retail	5,694.00
Less: Markdowns Taken	(–) —
Adjusted Book Inventory at Retail	5,694.00
Less: Physical Inventory at Retail	5,672.20
Merchandise Shortage	$ 21.80

RECEIVING REPORT

Date	Invoice #	Company	Items Received	Stock Number	Initials
10/1	64-655	Smith Inc	sweatshirts	644	JT
10/1	64-613	Times	newspapers	024	JT
10/1	64-624	ABC Printing	magazines	075	JT
10/1	64-616	Dexter Mill	hats	799	JT
10/1	64-629	Jones Bros.	folders	150	JT

STORE SECURITY FUNCTION

The crime is stealing.
The criminal is anyone.
The amount stolen can range from one cent to any limit.
The place - any place where retailers offer goods for sale.
The item - anything of value.
The reason - varies from no reason, to a real need.

When the teacher takes on the responsibility of the school store, the teacher is no longer just a teacher, the teacher is now a teacher/manager. A major concern which accompanies the manager part of the title is that of store security. Do not ignore this problem. It is a real problem that is not limited to just larger retail businesses.

When considering the school store and its security, keep in mind this key word - "opportunity". Shoplifting and employee theft are crimes of opportunity. It will be the teacher's responsibility to remove as many of the opportunities as possible.

It is the intent of this section to provide the teacher with information about identifying and limiting these opportunities through policies, practices, and equipment. All the information, methods, and equipment mentioned within this section comes from school stores presently in operation. Problems have been identified, and these are some of the solutions that have been successful. Anticipate as many of the problems as possible. This section will give solutions to many of them. (See Loss Prevention Check List at end of this narrative)

<u>Loss Prevention through Equipment</u>

This section makes reference to various equipment needed in the school store. Careful selection of equipment can aid in making the store more secure. For descriptions and sources of specific pieces of equipment see equipment and vendor lists (Appendix C and H.

Cash register

There is no way to recommend one best cash register. The store operator should shop equipment suppliers and check with the professional marketing teachers' organization to determine the type of register which best suits the store's needs. Before making the final decision, the machine should be checked to determine if it records the number of no sales on X or Z readings. As a regular procedure, the store operator should check the number of times during a cashier's shift that the cash drawer was open for no sales. If the cash drawer has been opened more than twice, the cashier should be questioned as to the reason.

Some registers can be programmed not to exceed a designated amount of sales without removing cash. This feature requires that the store operator take cash out and record a payout before the cashier can proceed with the next sale.

Security equipment

Video cameras and monitors are an effective security aid. The number of cameras is dictated by store size and overlap coverage. All areas of the store should be covered by one or more cameras. While this equipment is expensive it can pay for itself over a period of time and can be used for training as well as security. Lenses for this equipment are sold by local length and depth of field. The type of lenses selected is a major factor in the determination of total cost. The system should include a VCR capable of recording time and date on the tape in order to be used for prosecution.

Limiting access

The store operator should take total responsibility for the store including cleaning and the removal of trash. These custodial services will eliminate the need for access to the store after hours. The number of keys for store doors should be limited to the head custodian, an administrator, and the store operator. Break-ins can be eliminated by alarms separate from the rest of the building and barred or blocked in windows. The effectiveness of these security measures is enhanced if they are advertised with signs or notices. Since merchandise can easily be concealed in the trash, the trash should be checked before it is taken out.

Pricing equipment

Pin tag guns and price guns can be used to price everything in the store. Although the use of basket and dump displays--priced only with a sign--are a temptation, they can lead to loss and undercharging. Each and every item should be priced with tags that are not easily removed. Companies like Monarch Marketing stock and sell these tools. Since needles for the pin tag gun bend and break easily, extras should be obtained and kept on hand. Price guns and marking equipment are subject to breakage

and theft. Therefore, they should be kept secure and only be given out with the store operator's knowledge. A procedure should also be established to check return of these items.

Security mirrors

While there should be no blind spots in the store if it is properly staffed, supplemental deterrants are also important in preventing theft. Security mirrors are almost as effective as cameras in this role. They work as psychological barriers to theft by causing the potential perpetrator to think they can be seen. If the store operator's office is connected to the store, a one way mirror could be installed to provide an additional theft detection measure as well as a supervision tool.

Shelving and interior displays

When there is a self-service area, such as a circular rack in the center of the store, care should be taken that it doesn't produce blind spots. The arrangement of display cases should create a traffic flow. Lines for candy should not block other displays or eliminate visual access to displays. Traffic flow should end at a check out near the exit of the store. Merchandise inside display cases should be arranged in a set pattern so that a simple visual check will identify missing items.

Loss Prevention through Policies

Employee discounts

Discounts given as awards for promotions, completion of probationary period, etc., (i.e. advanced classes, second semester students) can discourage internal theft. The store operator is in the best position to decide when a discount will benefit the program. Discount incentives should be attainable goals, not so far out of reach that they can only be achieved by a few.

Employee purchases

Serious consideration should be given to when employees of the store can make purchases. This simple transaction can open up a number of problems. Some possible solutions or preventions to consider: (1) Do not allow students to write up or ring up their own sales. (2) Do not allow any employee purchases during their hour of work in the store. (3) All employee purchases should be okayed by the store operator.

Sales awards

Another method of creating the feeling of ownership in the program, is to offer a sales award program. As an example, students could get a $1.00 sales award for each $33.33 of sales in a given period of time (e.g., per month). There should be

limits on the use of the award, such as, students must use them: completely; at one register; with no cash change given.

Concealment prevention

Employees should not be allowed to bring coats, purses, books, or folders into the store. Customers should be provided with a place to store their books and coats at the entrance. It would be advisable to have an employee as a security at this location. This employee position would also check to see that all purchases are bagged/tagged before leaving the store.

Customer limitations

It may be necessary to limit the number of customers in the store. This decision could be necessary for security reasons, or to meet requirements of the state fire marshall. Whatever the reason, limiting the number of customers also means closer controls on shoplifting.

Cash shortages and overages (cashier)

A policy should be established concerning register shortages that will minimize losses from that source and will also be supported by the administration. Some suggested policies: (1) Make up all shortages; or (2) set an amount at which point all shortages must be made up. Employees should also understand that register overages are the result of errors, and that they do not get to keep the "extra" cash. These policies should be part of the permission slip that the employees sign. It would also be advisable to have the student's parents sign the permission form. (See Employee Expectations of School Store/Permission Slip at end of this narrative.) Also with this policy, it is important to maintain records, or a cashier diary, of all daily activities on the register(s). Periodic checks of these records provide the store with information on individuals as well as the forming of a pattern which indicates specific troubled areas.

Theft

Most schools have a student code of conduct that covers theft by students. Employee codes of conduct should be in agreement with the school's code. If the school store policies go beyond the school policies, the administration should have copies and be in agreement with them. It is extremely important that the administration back the store up in its policies. If it is the store's policy that employee theft result in drop--failure, it should be in writing with the student's signature and parental agreement. (See Employee Expectations of School Store/Permission Slip at end of this narrative.) Be prepared to negotiate for administrative support. School administration may want a graduated policy with short term suspension for first offense, and criminal prosecution and expulsion from school for a major theft.

New merchandise check in

When students are assigned to check in new merchandise, they should not be permitted to check in the merchandise using packaging slips or invoices. A blind check procedure should be utilized which requires students to write down the quantities and descriptions of the items received. After the blind check, students bring the results to the store manager for the final comparison with a packaging slip and/or invoice. If the student does not have prior knowledge of the quantities and description, the opportunity to remove merchandise from the shipment has been eliminated. Another technique is to remove items before the students check in the merchandise and see if they notice the difference. A lot of merchandise has been damaged because students did not realize how deep a razor knife cuts. In the beginning of the year, new students should be shown the proper method to open boxes. Other effective measures include establishing check-in procedures to be followed by all students and job rotation.

Operation Rip-off

The store operator can insure that beginning of the year enthusiasm doesn't fade away by keeping the students on the ball with a spot check of their security awareness with an activity like "Operation Rip-off". This procedure involves the following steps: At the beginning of the year, warn them of the probability that trustworthy friends, teachers, alumni or advanced students from another class will check the security of the store. Pick a couple of students, give them an "Operation Rip-off" pass and send them in to "steal something" from the store. If using two or more people, one or two can create a disturbance while the other one "rips off the store". When prepping the thieves, stress that they must get major items from more than one area of the store. Sometimes it is amazing what they can get away with. Other times they are unable to get anything. The store operator may consider rewarding the students in the store with an "A" for the day if nothing is stolen, and an "E" if the thieves succeed. Just an occasional "Operation Rip-off" works wonders for the awareness of the store staff.

Tickler inventory

This is just another name for spot checking the inventory. If store inventory is large, and impossible to check daily, spot checks should be done without patterns. In this procedure, students should check inventory with physical counts of selected items that are checked against the perpetual inventory.

Removing temptation

Whenever possible, temptation should be removed for student workers. The register drawer opening change fund should be kept small. If the store has only one drawer all day, there should be "cash-outs" during the day. Managers should remove excess cash

and make a "drop" to the store operator's office. These drops should be recorded on a form, or as a paid out on the detail tape.

Physical/perpetual inventory

Depending on the structure of the class or classes, it may be possible to carry out both an on-going system of physical inventory and a perpetual inventory. If such a procedure is possible, the result will be the identification of shortages in a relatively short period of time, and the identification of those special trouble areas of the store that will need additional attention.

This procedure can be accomplished by: (1) assigning student(s) to each department in the store, and (2) requiring these students to set up a schedule that would result in each item in their department being physically inventoried at least once a week. A process such as this will allow the store to identify shortages and those trouble areas that do exist. If the shortage problem is an internal one, a different individual should physically inventory selected items and compare the two findings with the perpetual (paper) inventory. (See forms section) One of the more popular inventory computer programs available is the "Computerized Inventory Procedures" from Southwestern Publishing Co. MarkED (formerly IDECC) also offers a program called "Soft-Sell".

Equipment security system

Any breakable equipment or materials should be set up with a check-out and check-in system. An example of equipment that needs particular care is clothing dummies. The hands and arms should be kept separate from the torsos. They should be kept locked up and secure. Only one student should be allowed to complete the display with arms and hands. This resolves the problem of students fooling around with the hands and breaking fingers. By making a single student responsible, games that students will play are eliminated.

Resources

Additional information related to the store security function is school stores may be found in the following resource.

See bibliography #7, 20, 21 and 63.

LOSS PREVENTION CHECK LIST

The following is a quick loss prevention needs assessment. Can you answer yes to these questions?

1. Are your price tags secure and legible?

2. Do you check merchandise received against original orders and invoices?

3. Is your check-in area secure? Can the employees hide items?

4. Do you check register detail tapes for unauthorized voids and unauthorized no-sales?

5. Do you keep check out areas moving? Failure to keep customers moving can be a security problem. Long lines at check-out counters provide customers and excellent opportunity to pocket open display merchandise.

6. Are registers locked and keys removed when registers are unattended?

7. Is merchandise handled carefully by employees to prevent damage and breakage?

8. Do you have a policy on interior displays and their arrangement? Well set-up displays and stock arrangement discourage theft.

9. How do you handle salvage goods? Do you have a system set up which will prevent good merchandise from being stolen under the pretense that it is damaged? (Candy, broken bars are a prime area)

10. Do you have a policy on wearing large coats, purses, and bags into the store? It might be necessary to provide a coat and bag check-in area.

11. Do you maintain tight controls over access to the stockroom?

12. Do you have a policy on employee purchases?

13. Do your employees give your customers plenty of attention?

14. Have you established a policy for employee discounts?

15. Do you hold your cashiers accountable for all register transactions? (Shortages, overages, voids, refunds)

16. Do you require management approval for refunds?

17. Have you established a store policy on the handling of checks?

18. Do you have a layaway policy? Do you have a secure layaway storage area?

19. Do you offer rewards for identifying shoplifters?

20. Have you removed all possible opportunity for losses?

EMPLOYEE EXPECTATIONS OF THE SCHOOL STORE

1. The hourly managers are your immediate bosses while in the store.
2. Tardy to class - can not work in the store that day or the day following an absence.
3. Store grade counts as a percentage of your overall grade.
4. When working, leave gym bags, coats, etc., in classroom, valuables in office.
5. Never enter the store office without permission.
6. Let hourly managers handle complaints.
7. Remain at your assigned job position.
8. Employee arguments and fooling around in the store is forbidden and can result in failure.
9. Destruction of store property can result in failure and/or suspension.
10. The radio is for background sound, not your entertainment. Leave it alone!
11. Keep store information confidential!
12. Keep conversations with friends limited to two minutes.
13. Treat all customers with the utmost respect.
14. Food and drink are not allowed in the store.
15. Your sales number and the item number must be on the saleslip for you to get credit.
16. If you have a question, ASK.

CASHIERING RULES

17. Never leave the register unattended, or allow anyone to touch it (except managers).
18. Overrings should be signed by the manager right after it happens.
19. Cashiers are responsible for cash shortages in excess of $.99 per hour.
20. Bags and receipts for all customer/employee purchases. Staple receipt to bag.
21. Employees should have someone else ring up their personal sales.
22. All employees (including cashiers) should engage in suggestion selling.
23. Cashiers have the right and responsibility to check the register before and after the hour.
24. All checks must be approved by management.
25. All checks must be made out to (YOUR SCHOOL H.S.)
26. No two-party, payroll, or post-dated checks can be accepted.
27. Do not allow customers to correct checks.
28. Checks can only be cashed if a major portion is on the purchase.

SHOPLIFTING POLICY

29. Concealment is considered to be shoplifting. The customer does not have to leave the store.
30. $10.00 reward for catching a real shoplifter. Does not apply to Operation Ripoff.
31. All customers must check in bags, coats, (not purses) at the door.

32. If you suspect someone is shoplifting, call the Manager! Make it obvious that you are watching them. If a person begins to conceal an item, ask if you can write it up.
33. Shoplifting penalties. Suspension from school, possible prosecution under the law. Banishment from the store. (Loss of class credit for employees)
34. No minimum value. $.05 to $50 is still considered theft.
35. Allowing shoplifting (or Vandalism) to occur is the same as if you did it.
36. Never use stock items in the store, it amounts to pilferage.
37. Everyone is equally responsible for store security. Operation Ripoff A or E.
38. Workers! Reenter the class quietly and quickly. You are responsible for assignments given that day.
39. Sales awards: $1 per $33.33 Intro -- $1.50 for $75 and each $50 there after for block classes, no awards for managers. Gift certificates only.

---

tear off and turn in

PERMISSION SLIP

Student agreement

These rules have been read to me in class, discussed and explained. I have read and understand them. I realize that an operation like the _____ in order to operate efficiently must have rules and policies. I AGREE to abide by these rules.
Signed _____
date _____

Parental agreement
I have read these rules and agree that my child should abide by them.
Signed _____
date _____

STORE SECURITY TASK STATEMENTS AND LEARNING ACTIVITIES

Listed below are duties, tasks, and suggested learning activities for the function of store security. The duties and tasks identified represent General Merchandise Retailing at the Marketing Specialist level of employment.

Duty: Using Store Security Skills

Tasks:

- use safety precautions
- handle shoplifters
- keep information confidential

Suggested Learning Activities

-Chart shortages in inventory/cash
-Require students to be responsible for cash drawer shortages
-Reward students who catch shoplifters
-Stress importance of confidentiality at store meeting
-Assign departments to maintain a list of information that should be kept confidential
-Demonstrate proper lifting procedures
-Demonstrate proper care of equipment (box openers, paper cutters, electrical equipment etc.)
-Start a suggestion box for cost cutting methods

Learning Resources:

The following MarkED laps can be used as learning materials for the store security function. Lap titles are listed in the IDECC Index (1985) (See bibliography #35)

See MarkED lap # EM 8.

STUDENT ACHIEVEMENT RECORD
STORE SECURITY FUNCTION

Marketing Specialist Level
General Merchandise Retailing

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
E. Store Security Skills		
1. Use safety precautions		
2. Handle shoplifters		
3. Keep information confidential		

See Appendix G for a complete Student Achievement Record at the Marketing Specialist Level.

SAMPLE STORE SECURITY FORMS

This section provides completed samples of forms frequently used in carrying out the store security function. Blank copies of these forms can be found in Appendix D.

See Operations Sample Forms section for additional inventory forms.

SUPPLIER CHAMPION

PRODUCT DESCRIPTION STARTER JACKET

PRODUCT NAME SUPER JACK	SATIN JKT -
PRODUCT CODE # 150315	TACKLE TWIL LETTERS

PURCHASE DATE	PRODUCT COST	QTY.	TOTAL COST INCL. DEL. CHG.	SELLING PRICE ITEM RETAIL	REORDER LEVEL	% OF M.U.	% OF M.D.
11-7-86	29.90	48	1435.20	42.99	12	30	

11/7	48 -2	11/9	46 -3	11/20	43 -6	11/29	37 -4	12/1	33						

MANAGEMENT FUNCTION

There are two primary approaches to management of the school store.

The first approach involves the store operator as principal manager. This approach is viable in limited situations and has certain advantages, specifically: training is more consistent; grading is easier because one person does all of the evaluation; and, communications are simplified. The store operator/manager approach will only work, however, if the store operator is available during the hour(s) the store is open. Further, as the store program grows, it becomes more difficult for the store operator to carry out the management duties without assistance.

The second approach involves the use of student managers. If the store must remain open during times when the store operator can not physically be in the store, use of a student manager becomes imperative. This approach also opens the door for additional teaching/learning opportunities.

Utilizing Student Managers

Careful selection of student managers will head off many potential problems. Student managers may be selected from advanced marketing or management classes.

An important responsibility of the student manager is employee evaluation. (See School Store Manager's Checklist at the end of this narrative and sample evaluations in the forms section.) Student manager evaluations, coupled with the store operator's evaluations, can give a very thorough picture of each store employee's performance. Since they also function as a confirmation of the student manager's authority, these evaluations must be monitored by the store operator to avoid abuses.

Another major duty of the student manager is the teaching of jobs and responsibilities. Student managers should be provided with a training schedule, as well as instruction in basic techniques of training, to insure a consistent level of training for all store employees.

Student managers, in their zeal to do a good job, sometimes try to do all of the work themselves. This not only interferes with their management assignments, it also limits learning opportunities for other students. To eliminate this problem, delegation of tasks should be taught and emphasized.

As in other management situations, student managers must be given sufficient authority to enable them to carry out their responsibilities.

Communications

Following a chain of command can maximize communication and reduce problems in the school store setting. A suggested chain of command is illustrated below:

```
<- - - - - - - - - STORE OPERATOR <- - - - - - - - -
                        |                            ^
- - - - - - - - -> STUDENT MANAGER - - - - - - - ->
                        |                            |
      ------------------------------------------------
                        |                            |
->DEPT. MGR.          DEPT. MGR.          DEPT. MGR. ->
                        |                            |
- -> WORKERS            WORKERS            WORKERS ->
```

Notice that this model provides for the capability of department managers and workers to communicate directly with the store operator. This safety valve is especially important--for dealing with problems that arise within the chain--because of the educational nature of the school store project. Both store managers and employees are in the process of learning.

An alternate way for student employees to deal with problems within the chain is the suggestion box. This provides anonymity and is less intimidating, particularly for the new store employee.

The employee notice board is another method of communication. New products, promotions, sales, schedules, etc., can be posted on the board. When this technique is used, it is the student managers' responsibility to (1) check and initial the board daily, and (2) pass the posted information along to their employees.

Regularly scheduled meetings with managers and/or employees are essential for both effective communications and morale. Lunch meetings involving all personnel, with the store picking up the cost for pizza and pop, are particularly useful. This format enables students to see a payoff from their labors; provides a forum for airing complaints and suggestions; and allows managers and employees to present problems they have encountered. These meetings can also serve as a vehicle for presenting new policies and procedures. Separate manager meetings can be used to develop human relations skills, plan job tasks for workers, and discuss evaluation procedures.

Manager Development

DECA involvement can be a valuable adjunct to student manager's training. Leadership development skills, strengthened through participation in the vocational student organization, have direct application to the day-to-day operation of the school store.

Store operators can join MADET (Marketing and Distributive Education Teachers) to further their professional development. MADET offers yearly workshops on store operations and the organization's fall conference typically has some sessions devoted to school stores.

Resources

Additional information related to the management function in school stores may be found in the following resources.

See bibliography #2, 12, 13, 16, 23, 29, 31, 38, 39, 51, 55, 60 and 69.

SCHOOL STORE STUDENT MANAGER'S CHECKLIST

1. Be on time. It's important that you set the right example.
2. Check office door for new notices.
3. Record workers on daily list. Mark their positions.
4. Check-in register drawers. I will be checking and timing. I may purposely take cash out to see if you notice.
5. Open as soon as possible. You can't make sales with the doors closed.
6. Clean the store:
   Empty trash, dust shelves, wash glass, pick up papers and scraps off the floor.
7. Straighten stock:
   Be specific, don't just say "clean up".
   Look for clothes falling off hangers.
   Size clothing on the racks; small to x-large, left to right
   Refold folded clothing as needed.
   Don't mess things up so.
   Employees have to straighten up!
8. Train workers on some aspect of the store. This could include layaways, saleslips, special orders, charge slips and methods, or items in the store.
9. Be sure that you follow all policies of the store.
10. Register checkout:
    You count the money, cashier stands by.
    Don't write on the back of cashout forms.
    Make entries in register and combined books.
    Cash out? Recorded in register and combined books (Register, date, hour, manager, and amount).
    Notify instructor if cash is over or short.
    Before they leave, notify student cashier if s/he is short.
11. Grade and comment on workers for the day, that day!
    Watch everything with a critical eye!
    Sample grading system: using a numeric system:

"A" 93 points.	Does exceptional work, perfect register with sales, does work without being told.
"B" 83 points.	Good worker, does more than asked, or at least better than expected.
"C" 73 points.	Does average work, stays on position, but doesn't do anything special.
"D" 63 points.	Less than average, possibly leaves position. Grumbles about job assignment.
"E" 59 points.	A real problem, nothing to do but send them back to the classroom.

In between grades, + or -, example C+ 77 or 78
C- 70 or 71

NOBODY RATES A 100
INTRO - GRADE WEEKLY AND RECORD ON MY COMPUTER RECORD
BLOCK - AVERAGE WEEKLY GRADES AND GIVE TO ME

12. Put "cash out" in money drawer in office.
13. Put register and combined books away. Put your grading sheets in the file.
14. Don't allow workers to touch radio. It is intended as background sound.
15. Pick up three (3) pens at beginning of hour and return three pens at end of the hour. Do not use pens from stock!
16. Check sales slips at the end of the hour for correctness.
17. BE THE BOSS. DON'T LET OTHERS DO YOUR JOB OR PUSH YOU ASIDE!!!
18. Work with your Assistant or Co-Manager, not against them.
19. Don't let workers "play one against the other."
20. Attitude is important. Your attitude affects your workers.
21. There should never be anyone in the store alone.
22. Don't be an "Office Rat". Stay in the store.

SET A GOOD EXAMPLE IN EVERYTHING YOU DO!!

MANAGEMENT TASK STATEMENTS AND LEARNING ACTIVITIES

Listed below are duties, tasks and suggested learning activities for the function of management in school stores. The duties and tasks identified represent General Merchandise Retailing at the Marketing Specialist level of employment.

Duty: Using Communications Skills

Tasks:

- -Use proper grammar and vocabulary
- -Address people properly
- -Use telephone in businesslike manner
- -Write business letters
- -Prepare simple written reports
- -Listen to and follow directions
- -Orient new employees

Suggested Learning Activities:

- -Hold store meetings weekly with managers of each department reporting
- -Hold manager's meetings biweekly/monthly
- -Set up employee suggestion box
- -Have all suggestions brought up during store meetings to be discussed and acted upon
- -Participate in manager's/department meetings and brainstorm ideas to improve store operations
- -Present awards to students having the best "idea" each month
- -Require managers to send memos on any major changes in store operations
- -Create memo form for easy and quick method of information distribution
- -Have each employee introduce another employee at a store meeting and talk about that person's job.
- -Have employees greet as many customers by name as they can
- -Require department managers to train all new employees following an established training program
- -Have employees who are changing departments train incoming employees
- -Select employee of the week/month

-Recognize students who suggest changes in the store which work
-Have department managers recognize an employee from their department at a store meeting
-Recognize outstanding employees through award systems, articles in local newspaper, and announcements in the morning
-Test students on employee handbook
-Require students to read and understand handbook
-Spot check store operations to ensure that functions are being handled properly
-Require store manager to "review" one part of the employee handbook at each store meeting
-Have employees report to department managers first when dealing with problems.
-Have a copy of the organizational structure posted for employee reference

Duty: Using Interpersonal Skills

Tasks:

-Handle customer inquiries
-Direct customer/client to other locations
-Handle difficult customers
-Interpret business policies to customers/clients
-Handle customer/client complaints

Suggested Learning Activities:

-Ask other teachers to stop by your store and question students about services offered/times open, etc.
-Have all employees create announcements telling store location hours, etc.
-Have all employees write an article for the school/local/store newsletter explaining services and facilities. Send the best one to be published
-Have students greet all customers with appropriate approach
-Ask students to suggest related or other items when a customer makes a purchase

Learning Resources:

The following MarkED laps can be used as learning materials for the management function. Lap titles are listed in the IDECC Index (1985) (See bibliography #35)

See MarkEd lap # AD 15, AD 39, EM 9, EM 18, EM 20, EM 23, HR 2, HR 3, HR 5, HR 9, HR 10, HR 12, HR 14, HR 15, HR 17, HR 18, HR 19, HR 20, MA 43, SE 105, SE 106, and SE 109.

STUDENT ACHIEVEMENT RECORD

MANAGEMENT FUNCTION

Marketing Specialist Level
General Merchandise Retailing

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with asistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
F. Using Management Skills		
1. Use proper grammar and vocabulary		
2. Address people properly		
3. Use telephone in businesslike manner		

4.	Write business letters		
5.	Prepare simple written reports		
6.	Listen to and follow directions		
7.	Orient new employees		
8.	Handle customer inquiries		
9.	Direct customer/client to other locations		
10.	Handle difficult customers		
11.	Interpret business policies to customers/clients		
12.	Handle customer/client complaints		

See Appendix G for a complete Student Achievement Record at the Marketing Specialist Level.

MANAGEMENT COMPUTER APPLICATIONS

Computer applications are increasingly being used in school store settings. The following non-inclusive list of activities are provided to acquaint instructors with potential computer applications for this functional area of management. Instructors are encouraged to design and/or purchase appropriate software to enable students to have practical "hands on" experiences with computers.

Suggested Computer Applications for Management:

-monitor employee behaviors (absenteeism, tardiness, employee turnover, etc.) to improve human relation practices, morale, and productivity.

-use a computerized employee training data base (task analysis of each job) to develop and implement an individualized employee training plan for each employee.

-plan work-force budgets and schedule employees.

-monitor freshness, damage, and spoilage of products by using an on-line inventory management system.

-maintain employee records.

-project, develop, and monitor a six-month or yearly budget for a sales-supporting department.

-order to response more quickly

-simulate the impact of anticipated changes (in customer shopping habits, local market conditions or other business risks) on merchandise mix, buying, operations, personnel, scheduling, etc.

-manage a consistent, challenging schedule of job classifications, wages, salaries, commissions, and quotas for personnel.

SAMPLE MANAGEMENT FORMS

This section provides completed samples of forms frequently used in carry out the management function. Blank copies of these forms can be found in Appendix D.*

*Informational items, included with the sample forms in this section, are not repeated in the appendix.

HARRY'S PLACE

GROUP 1 **DATE** _____

HOUR 3

NAME	JOB	MON.		TUE.		WED.		THUR.		FRI.		TOTAL PTS.
	REGISTER # 1											
	SALES # 2											
	DEPT. # 4											
	REGISTER # 2											
	SALES # 2											
	DEPT. # 2											
	MAINTENACE											
	REGISTER # 3											
	SALES # 3											
	DEPT. # 3											
	REGISTER # 4											
	SALES # 4											
	DEPT. # 5											
	INVENTORY											
	MANAGER											

Employee Compensation Record

Name JOHN E. MARKS

Address PLYMOUTH ST, NEWARK, N.J. 07102

Phone 768 6075

Full Time _____

Part Time ✓

Soc. Sec. No. 567 03 1973

Date of Birth 12/21/51

No. of Exemptions 1 (SINGLE)

Pay Period Ending	Hours Worked (date) S M T W T F S S M T W T F S	Total Reg. Hours	Overtime	Earnings: Regular Rate	Earnings: Overtime Rate	Earnings: Total	Deductions: Social Security	Deductions: Fed. Income Tax	Deductions: State Income Tax	Deductions: Other	Net Pay
1/15/72	4 4 4 4 4 4 4 3 5 4	40		$2.37	—	$94.80	$4.93	$4.40	$1.07		$84.40
1/29/72	4 4 4 3 5 2 4 4 4 4 4 4	40		2.37	—	94.80	4.93	6.30	1.07		82.50
	Monthly Totals	80		2.37		189.60	9.86	10.70	2.14		166.90
	Quarterly Totals					$569.85	$26.57	$32.20	$5.05		$446.00

PROGRESS REPORT CATEGORIES * INSTRUCTOR WORK SHEET

Student _____ Course _____ Instructo

Home School _____ Grade Level at Home School _____ Date

	WEIGHT	5	4	3	2	1	TOTAL
ATTENDANCE: Standards followed as determined by Center policy and explained in student handbook	2						

WORK HABITS

APPEARANCE: Dress appropriate for the occupation	1						
INTEREST & INITIATIVE: Time devoted to job, concern for job, ability to determine job tasks and willing to move ahead without being told.	1						
ATTITUDE: Willingly accepts responsibility and carries out tasks in a cooperative, positive manner, portrays feeling of goodwill toward job and associates.	2						
SAFETY: Works following appropriate safety habits and practices. Keeps work area clean and neat.	1						
FOLLOWS DIRECTIONS: Accepts assignments and carries them out in prescribed manner.	1						

SKILL TRAINING

EFFICIENCY: Organization of work, proper use of time, orderliness and accuracy of work.	2						
JOB PERFORMANCE: Attainment of job skills and strives for high quality of work.	5						
PROGRESS: Is showing reasonable quantity of growth during the evaluation period considering student's career goal and ability.	5						

MARKING PERIOD 1st ☐ 2nd ☐ FINAL GRADES 1st Semester ☐

MARKING PERIOD 3rd ☐ 4th ☐ FINAL GRADES 2nd Semester ☐

TOTAL 1 2 3 4

DETERMINING LETTER GRADES
INSTRUCTOR'S WORK SHEET
GUIDE

RATINGS:

High 5	to Low 1
5 = Excellent	= Excellent
4 = Above Average	= Outstanding
3 = Average	= Acceptable
2 = Below Average	= Needs Improvement
1 = Poor	= Unacceptable

ATTENDANCE

0*	- Excellent	5
1	- Above Average	4
2	- Average	3
3	- Below Average	2
4	- Poor	1

* Number of absences in this nine-week marking period.

LETTER GRADE

Scores	Grade
100-90	A
89-88	A-
87-86	B+
85-75	B
74-73	B-
72-71	C+
70-60	C
59-58	C-
57-56	D+
55-45	D
44-41	D-
40-0	E

Score Range 100 down to 20

LETTER GRADE SCALE

A A- B+ B B- C+ C C- D+ D D- E

This scale can be used to average quarter grades to determine semester final grade. When grade falls between two letter grades, give the higher grade for the semester average.

General Merchandise

Progress Report Criteria

These sheets will give each student guidelines to follow for evaluation. Each section is rated on a scale of 5 - Excellent; 4 - Above Average; 3 - Average; 2 - Below Average; and 1 - Poor. At the end of each marking period, there will be a student-teacher conference to discuss and evaluate the student's progress. If a student is rated heavily in the levels of 2 or 1, an advocate or some other support personnel may be contacted to assist the student.

ATTENDANCE

Attendance is recorded as the actual days absent during the marking period. Some of these days may be exceptions to the limits of the attendance policy. Attendance accounts for 10% of the letter grade.

WORK HABITS

Work habits are evaluated. They make up 30% of the total evaluation. Work habits include appearance, interest and initiative, attitude, safety and following directions.

APPEARANCE

Excellent - 5

1. Good personal hygiene
2. Wears seasonal clothing for the work station
3. Clothes are in good repair
4. Keeps hands clean when working with customers
5. Keeps work station clean

Above Average - 4

1. Requires 1 reminder per week for any of the above guidelines

Average - 3

1. Requires 2 reminders per week for any of the above guidelines

Below Average - 2

1. Requires 3-4 reminders per week for any of the above guidelines

Poor - 1

1. Requires 5 or more reminders per week for any of the above guidelines

INTEREST AND INITIATIVE

Excellent - 5

1. Completes all assignments
2. Takes lecture notes
3. Listens to lectures and demonstrations
4. Assists customers who need help
5. Uses class time properly
6. Is prepared for class
7. Talks at the proper time

Above Average - 4

1. Completes all assignments
2. Takes lecture notes
3. One reminder to listen to lectures and demonstrations
4. Assists customers who need help
5. One reminder to use class time properly
6. Is prepared for class
7. One reminder for talking

Average - 3

1. Completes all but two assignments
2. One-two reminders to take lecture notes
3. Two reminders to listen to lectures and demonstrations
4. Helps customers sometimes
5. Two reminders to use class time properly
6. Is prepared for class sometimes
7. Two reminders for talking

Below Average - 2

1. Completes all but three assignments
2. Three reminders to take lecture notes
3. Three reminders to listen to lectures and demonstrations
4. Does not help customers
5. Three to four reminders to use class time properly
6. Is not prepared for class
7. Three to four reminders for talking

Poor - 1

1. Does not complete assignments
2. Does not pay attention, 5 or more reminders
3. Never helps customers
4. 5 or more reminders to listen to lectures and demonstrations
5. Does not use class time properly, 5 or more reminders
6. Is not prepared for class
7. Five or more reminders to stop talking

ATTITUDE

Excellent - 5

1. Be on time and prepared for class
2. No unexcused absences
3. Be polite
4. Be honest
5. Do not abuse break privileges
6. Helps customers
7. Does not swear
8. Checks in and out of class properly
9. Stays at their own work station
10. Maintains a professional working attitude

Above Average - 4

1. One tardy per marking period
2. One reminder for abusing break privileges per marking period
3. Be honest and polite
4. No unexcused absences
5. One reminder for swearing
6. Helps customers
7. One reminder for checking in or out of class properly
8. One reminder to stay at their own work station
9. One reminder to maintain a professional working attitude

Average - 3

1. Two tardies per marking period
2. Two reminders for abusing break privileges per marking period
3. Is honest
4. One or two reminders to be polite
5. Two reminders for swearing
6. Usually helps customers
7. Two reminders for checking in or out of class properly
8. Two reminders to stay at work station
9. Two reminders to maintain a professional working attitude

Below Average - 2

1. Three tardies per marking period
2. Three reminders for abusing break privileges per marking period
3. Is honest
4. Three reminders to be polite
5. Three reminders for swearing
6. Sometimes helps customers
7. Three reminders to check in or out of class properly
8. Three reminders to stay at work station
9. Three reminders to maintain a professional working attitude

Poor - 1

1. Four or more tardies per marking period
2. Four or more reminders for abusing break privileges per marking period
3. Is dishonest
4. Four or more reminders to be polite
5. Four or more reminders for swearing
6. Does not help customers
7. Does not check in or out of class properly
8. Does not stay at work station
9. Does not maintain a professional working attitude

SAFETY

Excellent

1. Always uses hand tools correctly and with safety in mind
2. Always uses paper cutter correctly
3. Always uses correct lifting procedures
4. Follows fire safety procedures
5. Store tools properly after use
6. Clean work area properly

Above Average

1. Always uses paper cutter correctly
2. Always uses correct lifting procedures
3. Always follows fire safety procedures
4. One reminder to store tools properly
5. One reminder to use tools properly
6. Clean work area properly

Average

1. Always uses paper cutter properly
2. Always uses correct lifting procedures
3. Always follows fire safety procedures
4. Two reminders for any of the following:
   - store tools properly
   - use tools properly
   - clean work area properly

Below Average

1. Always uses paper cutter correctly
2. Always uses correct lifting procedures safely
3. Always follows fire safety procedures
4. Three reminders for any of the following:
   - store tools properly
   - use tools properly
   - clean work area properly

Poor

1. Does not use paper cutter correctly
2. Does not use correct lifting procedures
3. Does not follow fire safety procedures
4. Four or more reminders for any of the following:
   - store tools properly
   - use tools properly
   - clean work area properly

FOLLOWS DIRECTIONS

Excellent

1. Reads and follows directions
2. Follows slap sheet exactly
3. Always makes deadlines
4. Passes pre-employment quiz

Above Average

1. Reads and follows directions
2. Follows slap sheet
3. Makes deadlines
4. Passes pre-employment quiz

Average

1. Reads and follows directions
2. Follows slap sheet
3. Makes deadlines
4. Passes pre-employment quiz

Below Average

1. Reads and follows directions sometimes
2. Follows slap sheet sometimes
3. Sometimes makes deadlines
4. Does not pass pre-employment quiz

Poor

1. Does not read and follow directions
2. Does not follow slap sheet
3. Never makes deadlines
4. Does not pass pre-employment quiz

JOB PERFORMANCE

Excellent

1. Follows safety rules
2. Follows directions
3. Performs job to the best of your ability
4. Performs all tasks
5. Clean up after job
6. Quality of work is up to specifics in each slap

Above Average

1. One reminder for any of the above guidelines per week

Average

1. Two reminders for any of the above guidelines per week

Below Average

1. Three to four reminders for any of the above guidelines per week

Poor

1. Five or more reminders for any of the above guidelines per week

EFFICIENCY

Excellent

1. Be on time and comes prepared for class
2. Organize your time in class
3. Try to perform procedures properly the first time
4. Use proper tools and equipment for the job
5. Stores slaps and equipment properly after use
6. Do not waste time
7. Cleans up after each job in the work station
8. Checks out books and equipment at the desk

Above Average

1. One reminder for any of the above guidelines per week

Average

1. Two reminders for any of the above guidelines per week

Below Average

1. Three to four reminders for any of the above guidelines per week

Poor

1. Five or more reminders for any of the above guidelines per week

PROGRESS

1. Progress in the knowledge of terminology in marketing; the skills of each work station.

2. Progress in the use and location of the various materials used in marketing.

3. Progress in the basic principles of marketing, retailing, and general business practices.

4. Progress in the principles of RCM, checker-cashier, display, sign making, retail recordkeeping and management.

5. Progress in overall operation, promotion and merchandising of a retail outlet.

6. Progress in the interpersonal skills between employees, customers, and supervisors.

7. Progress in the skill development areas of each work station.

Progress is evaluated on your individual abilities to perform skills and learn subject materials. You are allowed to learn at your own rate of speed! You must, however, work up to your full capability to receive an excellent rating.

Also you are expected to gain as much knowledge and perform as many skills as possible while you are in class. You should strive to perform as many skills as possible and do them to the best of your ability.

The criteria listed above indicates progress and is recorded on your Accumulative Progress Report. The accomplishments or progress will be rated as follows on your report card:

Excellent - 5
1. Must reach level four on those competencies expected for this marking period.

Above Average - 4
1. Must reach level four for half and level three for half of competencies expected for this marking period.

Average - 3
1. Reach level three for most competencies expected for this marking period.

Below Average - 2
1. Reach level two for most competencies.

Poor - 1
1. Is not making progress on the Accumulated Progress Report.

STUDENT EVALUATION FORM

Training Station Eagle's

Job Title Salesperson

Student Tami Bridges

Period 5th

Scoring Key
5 points—outstanding
4 points—good
3 points—average
2 points—only fair
1 point —poor

Workmanship	5	(4)	3	2	1
Attitude toward work	(5)	4	3	2	1
Social Habits	(5)	4	3	2	1
Human Relations	(5)	4	3	2	1
Personal Appearance	5	(4)	3	2	1
Dependability	(5)	4	3	2	1

Competencies to be Evaluated

Open sales presentation	(5)	4	3	2	1
Suggest product substitutions	5	(4)	3	2	1
Demonstrate product	5	(4)	3	2	1
Use feature benefit selling	(5)	4	3	2	1
Handle objections	5	4	(3)	2	1
Close sale	5	(4)	3	2	1
Use suggestion selling	5	(4)	3	2	1
Obtain product info from sources	(5)	4	3	2	1
Obtain product info from management	(5)	4	3	2	1
Wrap/package products	5	(4)	3	2	1
Process special orders	5	(4)	3	2	1
Sell gift certificates	(5)	4	3	2	1

Does the student show potential for promotion? yes

Total Score 80

Student's most outstanding positive attribute?
Willingness to work

Student's greatest weakness?
Spends an excessive amount of time on cleanup assignments

Comments
One of our best employees during 5th period

Brad Roberts
Training Sponsor's Signature

SALES CLERK'S SELF-EVALUATION
Ainsworth High School Village Square

The following is a list of questions that you are to answer about how you have just done as a sales clerk. Answer them fairly and honestly. This list will be reviewed by the teacher/coordinator and your manager. It will be a significant factor in determining your grade for DE I Lab.

(Circle either yes or no)

YES NO 1. Did I report in with my manager?

YES NO 2. Was I neat and clean, well rested, in a good mood, and positive in my thinking?

YES NO 3. Did I know the merchandise in the store I was assigned to?

YES NO 4. Was my store thoroughly cleaned and straightened? If not, explain why._____

_____

_____

YES NO 5. Did I promptly approach all customers with an appropriate greeting?

YES NO 6. Did I show an interest in serving the customer?

YES NO 7. Did I successfully determine the customer's needs and wants by listening to what they said and looking at what they were doing?

YES NO 8. Did I ask questions to clarify exactly what the customer wanted and/or needed?

YES NO 9. Did I select a variety of items, or a specific item, which seemed to suit the customer's needs?

YES NO 10. Did I make a brief initial statement about the product, when appropriate, that gained the customer's interest?

YES NO 11. Did I observe and listen to the customer's response--both voluntary and involuntary, positive and negative?

YES NO 12. Did I provide additional facts and information (if appropriate) about the product that appealed to the customer's reason and emotion?

YES NO 13. Did I show my enthusiasm in serving the customer?

YES NO 14. Did I listen to the customer's objections and try to distinguish between real objections and mere excuses?

YES (NO) 15. Did I present additional facts or information when needed and let the customer weigh them and decide?

(YES) NO 16. Did I close the sale by: being positive and logical in my manner, being confident that I was serving my customer, watching my customer's actions, listening to my customer's remarks, asking to write up the sale (if necessary), and writing up the sales slip?

(YES) NO 17. When the sale was closed, did I promptly prepare the sales slip?

(YES) NO 18. Did I thank the customer and direct him to the cash register?

YES NO 19. (P.M. only) Did I thoroughly prepare my store for the next morning's business?

(YES) NO 20. Could I have done a better job as a sales clerk? If so, how?

I need to work on my approaches.

ACCOUNTING FUNCTION

The store operator may choose to handle all money, bookkeeping and cash control alone, or may decide to have student managers handle some of it.

The combination or general journal is the minimum level of accounting necessary to keep track of finances in the school store. The more bells and whistles that are added to the accounting system, the more people that can be involved in the accounting procedure.

Combination/General Journal

This is a simple three-column journal in which you keep track of cash in, cash out, and balance remaining. This simplistic accounting system will provide the store operator a workable accounting system with a minimum of effort. Many stores use this journal as their only accounting records. (See forms section.)

Several other reports are useful to the store operator. They can help to insure the honesty of the students and provide a means of keeping track of details that are beyond the capacity of the general journal. These reports are accounts payable, accounts receivable, daily sales, and sales tax.

Accounts Payable

The easiest method for dealing with accounts payable is to work on a cash basis, don't record it until you pay for it. This can be handled in the combination journal very easily. The alternative method is to post to accounts payable when bills are received and post again when bills are paid. (See forms section.)

Accounts Receivable

Accounts receivable can be as simple as a card file system maintained by hand, or it can be a regular journal with entries posted as purchases are made and subsequent entries made as customers make payment. Some schools set up their own internal charge accounts, while others join the Michigan Retailers Association and use conventional Master Card or Visa accounts.

Daily Sales

Daily sales can be posted to the general journal and department totals, non-taxable sales, taxable sales, sales tax collected, and overage/shortage can be posted to a ledger account. Posting department totals is a good technique for keeping track of the most profitable departments.

Register checkouts can be done by student managers, cashiers, or the store operator. If the store is doing a large volume of business, cash pick-ups must be done periodically. The register detail tape should be checked for accuracy and compared to cash deposits. (See forms section.)

Activity/Internal Accounts

Schools using an activity/internal account may be required to keep a special cash journal. Disbursements and receipts are recorded in this journal as well as requests for payments. Some districts allow school stores to have their own outside checking accounts.

Sales Tax

Some school stores handle sales tax in the central office while others handle it themselves. (See the section on opening the school store for information on applying and annual fee for sales tax) It is advisable for the store operator to handle payments to the Department of Treasury rather than to let students handle the payments. (The store operator doesn't need tax problems.)

Cash

All cash handling should be closely monitored and strict procedures followed. All cash envelopes and registers should be counted with witnesses present and all cash deposits made by store operators only.

Outside Help

Some store operators prefer to have an accounting student maintain school store records. When accounting students are used they should be selected on the recommendation of the accounting teacher. In addition, when outside assistance is used, problems can be minimized by (1) including long term commitment in the selection criteria, and (2) having as few people as possible working on the accounting records.

Audits

School store operators should be prepared for audits. While two audits per year are not unusual, the exact number will depend on

school system's policy. Audits may be done by school system accountants or the store operator may be required to hire an outside firm. Prices for audits may range from $175-300.

Resources

Additional information related to the accounting function in school stores may be found in the following resources.

See bibliography #2, 5, 16, 23, 29, 38, 39, and 46.

ACCOUNTING TASK STATEMENTS AND LEARNING ACTIVITIES

Listed below are duties, tasks, and suggested learning activities for the function of accounting in school stores. The duties and tasks identified represent General Merchandise Retailing at the Marketing Specialist level of employment. However, the accounting tasks represent higher level tasks, which are often performed by the teacher-coordinator, paraprofessional, aide or student-manager(s). They are identified here to present a complete profile of the necessary duties and tasks needed to operate a school store.

Duty: Using Mathematics Skills

Tasks:

- -Solve first-degree algebraic equations
- -Prepare cash drawers/banks
- -Correct register/terminal errors
- -Close out register/terminal
- -Complete charge sale transactions
- -Accept customer/client checks
- -Verify identification
- -Process returns, refunds, and exchanges
- -Process layaway/COD sales
- -Calculate net sales

Suggested Learning Activities:

- -Calculate paid outs
- -Take "X" and "Z" readings at end of hour/day
- -Count beginning cash
- -Count ending cash
- -Compare ending cash with "Z" reading
- -Chart discrepancies between "Z" reading and actual cash on hand
- -Ask other teachers, staff to pay by check
- -Train all students at a store meeting on proper check cashing procedures.

Duty: Using Credit Management Skills

Tasks:

-Facilitate credit applications
-Facilitate business credit applications
-Interpret/Explain credit policies

Suggested Learning Activities:

-Conduct a "Credit Salesperson of the Month" contest
-Train all students at a store meeting to ask for the charge
-Conduct a contest to see who can obtain the most new credit applications for the week/month

Duty*: Using Accounting Skills

Tasks:

-deposit daily sales
-keep daily cash statement
-balance checkbook/bank account
-prepare monthly/yearly reports
-prepare sales tax
-complete inventory records
-calculate break-even points
-record accounts payable/receivable/credit accounts

Suggested Learning Activities:

-Maintain deposit slips, balance cash on hand, deposit money
-Chart daily sales
-Graph sales comparisons from year-to-year/month-to-month
-Maintain cash statements by department
-Maintain cash statements by store
-Maintain daily/monthly checkbook/bank account
-Graph cash available
-Prepare monthly/yearly income statements
-Prepare monthly/yearly balance sheets
-Chart sales records by department
-Chart sales records by salesperson
-Graph sales comparisons from month-to-month/year-to-year
-Select a "Super Salesperson for Month/Year"
-Maintain records of average sales/unit
-Maintain records of average sales/salesperson
-Determine amount of sales tax to be paid monthly/yearly
-Compare sales tax paid to amount of sales
-Chart the effect of sales tax on revenues
-Maintain accounts payable records for all vendors
-Record date received, date paid, amount paid
-Maintain accounts receivable for all vendors
-Maintain credit accounts for credit customers
-Update customer credit accounts daily
-Credit all paid bills to customers accounts

*The function of accounting and the identified tasks for this function are higher level tasks and are associated with the Marketing Supervisor or Manager-Entrepreneur levels of employment.

Learning Resources:

The following MarkED laps can be used as learning materials for the accounting function. Lap titles are listed in the IDECC Index (1985) (See bibliography #35)

See MarkED lap # AD 15, EM 4, EM 6, EM 7, EM 10, MA 41, MA 42, MA 43, MA 46, MA 47, and MA 49.

STUDENT ACHIEVEMENT RECORD
ACCOUNTING FUNCTION

Marketing Specialist Level
General Merchandise Retailing

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
G. Performing Accounting Activities		
1. Solve first-degree algebraic equations		
2. Prepare cash drawers/banks		
3. Correct register/terminal errors		
4. Close out register/terminal		
5. Complete charge sale transations		

6.	Accept customer/client checks		
7.	Verify identification		
8.	Process returns, refunds, and exchanges		
9.	Process layaway/COD sales		
10.	Calculate net sales		
11.	Facilitate credit applications		
12.	Facilitate business credit applications		
13.	Interpret/Explain credit policies		
14.	Calculate break-even points		

See Appendix G for a complete Student Achievement Record at the Marketing Specialist Level.

ACCOUNTING COMPUTER APPLICATIONS

Computer applications are increasingly being used in school store settings. The following non-inclusive list of activities are provided to acquaint instructors with potential computer applications for this functional area of accounting. Instructors are encouraged to design and/or purchase appropriate software to enable students to have practical "hands on" experiences with computers.

Suggested Computer Applications for the Accounting Function:

-maintain markup and markdown records.

-enter, review, control, and project sales and gross margin.

-print a profit and loss statement.

-enter corrections into the on-line inventory management system.

-maintaining accurate computerized records of cash received and bank deposits.

-perform a variety of merchandising calculations including the following: employee discounts, quantity discounts, delivery charges, alteration charges, lay-away charges, mark-up and markdown percentages and amounts, break even points, stock-to-sales ratio, stock turn, optimal reorder points, trade discounts, and open-to-buy.

-use point-of-sale cash register/terminal.

-calculate and print interest, depreciation, task, and annuity tables.

-print a cost analysis of each item.

SAMPLE ACCOUNTING FORMS

This section provides completed samples of forms frequently used in carrying out the accounting function. Blank copies of these forms can be found in Appendix D.

CASHIER'S DIARY

The Cashier's Diary is used to record the date, time in, time out, and the amount in drawer when the cashier comes on and goes off duty.

This prevents shortages and overages. It also pinpoints basically the time and the cashier's name when the shortage or overage occurred.

On the following page, a section of a Cashier's Diary is shown. The cashier first places the current date in the space provided, then logs in the time at which duties are begun. The cashier counts the drawer before going on duty to check any shortages or overages from the last cashier, and places that amount in the space provided. The amounts should coincide with that of the last cashier on duty; however, there might be times when a shortage or overage may show.

Finally, after completing the cashier's duty, the person checks the time "out" and amount of money in the drawer.

CASHIER'S DIARY

DATE	NAME	TIME		AMOUNT IN THE DRAWER		CASH	
		IN	OUT	ON DUTY	OFF DUTY	OVER	SHORT
17/73	Cindi Rokey	11:00	1:30	$30.63	$43.75	---	---
17/73	John Doe	1:30	3:30	$40.75	$65.50	---	$3.00

MANAGER'S NAME & HOUR	9	-	16	+		DAY ~~HOUR~~
.05			10	00		1 HOUR
OVER RINGS S. K. THIS HOUR			10	00		ACC TOTAL
2.55			30	00		2 HOUR
OVER RINGS J. R. THIS HOUR			40	00		ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						FINAL TOTAL
TOTAL O.R.						

HOURLY REGISTER CHECKOUT

BUS. DAY THUR 9-16-

HOUR	1ST	2			HOUR
ACC CASHOUT	—	10 00			ACC CASHOUT
CHECKS	—	15 60			CHECKS
DOLLAR BILLS	15 00	27 00			DOLLAR BILLS
25¢	6 50	4 25			25¢
10¢	3 10	2 90			10¢
5¢	1 40	90			5¢
1¢	45	26			1¢
TOTAL CASH	26 45	60 91			TOTAL CASH
SUB STARTING FUND	20 00	20 00			SUB STARTING FUND
NET CASH	6 45	40 91			NET CASH
X KEY READING	6 50	43 60			X KEY READING
SUB OVER RING	— 05	2 60			SUB OVER RING
NET READING	6 45	41 00			NET READING
DIFF BETWEEN NET CASH & READ	— 0 —	— 09			DIFF BETWEEN NET CASH & READ
CASHIER'S NAME MGR'S NAME	TC RB	TC JK			CASHIER'S NAME MGR'S NAME

HOURLY SALES & CASH OUT RECORD

DATE 9-16-

HOUR CASHIER SALES #	Candy		Main	
	TO		TO	
END READ	15	60	6	50
BEG. READ	-0-		-0-	
DIFF.	15	60	6	50
-O.R.				
NET	15	60	6	45
DEP	15	00	10	00
COMB. NET	22.05			

HOUR CASHIER SALES #				
	TO		TO	
END READ	30	30	43	60
BEG. READ	15	60	6	50
DIFF.	14	10	37	10
-O.R.	-	70	2	55
NET	14	00	34	55
DEP	10	00	30	00
COMB. NET	48.55			

HOUR CASHIER SALES #				
	TO		TO	
END				
BEG.				
DIFF.				
-O.R.				
NET				
DEP				
COMB. NET				

HOUR CASHIER SALES #				
	TO		TO	
END				
BEG.				
DIFF.				
-O.R.				
NET				
DEP				
COMB. NET				

HOUR CASHIER SALES #				
	TO		TO	
END				
BEG.				
DIFF.				
-O.R.				
NET				
DEP				
COMB. NET				

HOUR CASHIER SALES #				
	TO		TO	
END				
BEG.				
DIFF.				
-O.R.				
NET				
DEP				
COMB. NET				

Candy OVER RINGS & REFUNDS

HOUR & TIME	NAME	AMT.
2 9:15	J. Horton	.70

Main OVER RINGS & REFUNDS

HOUR & TIME	NAME	AMT.
1 8:15	Sue K.	.05
2 9:30	John R.	2.55

CASH OUT

HR	AMT.
1	15.00
INT. TC	ACC TOTAL 15.00
HR	AMT. 10.00
INT.	ACC TOTAL 25.00
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL

CASH OUT Main

HR	AMT.
1	10.00
INT. TC	ACC TOTAL 10.00
HR 2	AMT. 30.00
INT. TC	ACC TOTAL 40.00
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL

TOTAL CASH OUT

$

DAILY CLOSING CASHIER'S REPORT

When closing the register, these procedures should be followed:

Step 1 Count the total amount of cash in the drawer from pennies to the currency and include checks. Place the amounts in the spaces provided. Then on Line 1, state the total cash in the drawer.

Step 2 The petty cash fund is a set cash amount left in the drawer to begin each day's sales. A suggested amount for your petty cash fund should be from $10 - $15. Subtract the petty cash fund from the total cash in the drawer which is stated on Line 1.

Step 3 The bank deposit is stated on Line 3. It is the difference between the amounts of Lines 1 and 2, and is placed on the space provided.

Step 4 The cash register tape total is stated on Line 4 and is obtained by cleaning out the register.

Step 5 Overrings or voids are errors made by the employees during the sales day. When a student makes an overring, he takes the receipt from the register, places his name, date, and reason for the overring on the back of the receipt; then places the overring in the drawer. At closing, take all overrings out and add them together; then place the total on Line 5.

Step 6 The corrected cash register tape total is obtained by subtracting Line 5 from Line 4.

Step 7 If Line 6 is greater than Line 3, the register is short. If you are short, place the amount on Line 7.

Step 8 If Line 3 is greater than Line 6, the register is over. Place this amount on Line 8.

Step 9 Recopy the corrected cash register tape total from Line 6 on Line 9.

Step 10 On Line 10, fill in the total tax amount shown on the closing register tape. (Sales taxes only)

Step 11 After subtracting your sales taxes from Line 9, you fill in the sales for the day on Line 11.

DATE October 15,

NAME George Jones

CLOSING

CASHIER'S REPORT

Pennies	.35
Nickels	2.05
Dimes	1.20
Quarters	3.25
Halves	1.50
Silver Dollars	—
Paper Bills	54.00
Checks	10.00

1.	Total Cash in Drawer	72.35
2.	Less Petty Cash Fund	25.00
3.	Bank Deposit (Line 2 from Line 1)	47.35
4.	Cash Register Tape Total	50.95
5.	Less Overrings	.15
6.	Corrected Cash Register Tape Total (Line 5 from Line 4)	50.80
7.	Cash Short (If Line 6 is greater than Line 3)	3.45
8.	Cash Over (If Line 3 is greater than Line 6)	—
9.	Corrected Cash Register Tape Total (From Line 6)	50.80
10.	Less Sales Taxes	2.03
11.	Sales for the Day (Line 10 from Line 9)	48.77

INSTRUCTIONS FOR COMPLETION OF

DAILY BALANCE AND SALES SLIP

1. Enter current date.

2. Enter student's name.

3. Cash report.

   a. Count money in cash drawer (count each demonination separately).
   b. Total cash count (including checks).

4. Enter "Bank" (amount of cash maintained in cash drawer at beginning of day of shift).

5. Deduct bank from total cash and checks in drawer.

6. Deduct refunds (as evidenced from cash refund slips in cash drawers).

7. Enter net cash sales.

8. Enter charge sales.

9. Total Number 7 and Number 9 to obtain total sales.

BALANCES

1. Enter total cash received (from net cash sales).

2. Deduct voids from void slips or from detail tape.

3. Enter net figure under "total".

4. Enter register reading from detail slip total.

5. Cash "over" or "short" represents differences between and cash and charge sales.

CUSTOMER COUNT

1. Enter number of sales from customer counter.

2. Enter number of "no sales".

3. Enter number of "voids".

4. Deduct Number 2 and Number 3 from Number 1 to arrive at net customers.

SALES ANALYSIS

1. Record sales by department as fits your individual store needs.

DAILY BALANCE AND SALES SLIP

DATE October 1, 198— NAME Dana Daniels

CASH REPORT		
Pennies	1	36
Nickels	6	20
Dimes	7	30
Quarters	13	00
Halves	1	00
Bills	124	00
Checks	18	96
TOTAL CASH IN DRAWER	171	82
TOTAL CASH RECEIVED FROM SALES	121	82
Bank	50	00
Refunds on cash sales	-0	—
Net cash sales	121	82
Charge sales	10	40
TOTAL SALES	132	22

SALES SUMMARY		
TOTAL SALES - Dept. 1	76	56
TOTAL SALES - Dept. 2	50	39
TOTAL SALES - Dept. 3	-0	—
Tax	5	27
TOTAL SALES (incl. tax)	132	22

APPROVED BY _____

BALANCES		
TOTAL CASH RECEIVED	121	82
Voids	13	18
Total	135	00
Register reading	135	00
Cash: over / short	-0	—
Reading of customer counter		
Number of "No Sales"	26	
Number of "Voids"	-0	—
Net customers	24	
CASH SALES		
Sales Department 1	66	56
Sales Department 2	50	39
Sales Department 3	-0	—
Tax collected	4	87
TOTAL CASH SALES (incl. tax)	121	82
CHARGE SALES		
Sales Department 1	10	00
Sales Department 2	-0	—
Sales Department 3	-0	—
Tax		
TOTAL CHARGE SALES (incl. tax)	10	40

MONTHLY SUMMARY OF CASH RECEIPTS

Month October Operation school store

Date	Daily Receipts of Non-taxables	Daily Receipts of Taxables	Sales Tax	Total Receipts	Cash Received & Deposited
1	75.49	189.99	7.60	273.08	273.08
2	69.15	219.64	8.78	297.57	297.57
3	79.16	194.39	7.77	281.32	281.32

DEAR CHARGE CUSTOMER:

Charge accounts are a privilege. With privileges come responsibility. It is your responsibility to pay on your charge account by Friday of each week and have a balance of no more than five dollars ($5.00)

Are you one of the people who have not been meeting your responsibility?

The balance on your charge account is $4.50.

If there is a problem please discuss the matter with Mrs. Price , instructor. Thank you for your cooperation.

School Store
- Income -

	1 Sales non-tax	2 Sales taxable	3 Sales tax	4 Sales total	Deposit	Accum. to Date
September	87980	115413	3094	20[illegible]87	205335	205335
October	211683	69279	2364	283326	284819	490154
November	167834	50431	2034	220319	221499	711603
December	135494	25212	1023	161729	162092	873695
January	193069	39490	1534	234093	231259	1104954
February	224591	47220	1899	273710	272382	1377336
March	160864	41458	1660	203982	202452	1579788
April	182146	35069	1397	218612	218612	1798400
May	164465	30014	1199	195678	186274	1984674
June						
TOTAL —						

This bookkeeping system requires that you keep a Combination Journal and a Ledger Book consisting of the following accounts:

-- General - miscellaneous purchases and income

-- Accounts Payable - vendors to be paid

-- Cash (Over or Short) - record of register problems

-- Purchases - total of merchandise purchased

-- Purchase Discounts - cash allowance for early payments

-- Net Sales - total sales after taxes

-- Tax - paid to state

-- Gross Sales - total sales before taxes

-- Individual Vendor Accounts - separate listing by vendors and transactions

This can be posted on a daily or weekly basis and the totals should be posted at least weekly. This is important to be aware of your financial situation.

The following is an explanation of the steps in recording all financial transactions for the retail lab.

ACCOUNT NO. 20 NAME Champion Products, Inc.

SHEET NO. ADDRESS Post Office Box 250 Rochester, New York 14603

DATE	ITEMS	Folio	✓	DEBITS	✓	CREDITS		BALANCE
9/1/—	Balance at beginning of month	✓						200 00
9/10/—		12				70 00		200 00

ACCOUNT NO. 11 NAME CASH

SHEET NO. ADDRESS

DATE	ITEMS	Folio	✓	DEBITS	✓	CREDITS		BALANCE
9/1/—	Balance	✓						130 00
9/30/—		12		79 398				209 398
9/30/—		12				76 246		133 092

215

COMBINATION

	DATE	ACCOUNT TITLE	Post Ref	1 GENERAL DEBIT	2 GENERAL CREDIT	3 ACCOUNTS PAYABLE DEBIT	4 ACCOUNTS PAYABLE CREDIT	5
1	9/5/-							
2	9/6/-							
3	9/7/-							
4	9/10/-							
5	9/11/-							
6	9/12/-							
7	9/13/-	Ketchum Dist.						
8	9/14/-							
9	9/17/-							
10	9/17/-	Ketchum Dist.						
11	9/17/-	Ketchum Dist.						
12	9/18/-							
13	9/19/-							
14	9/20/-							
15	9/21/-							
16	9/21/-	Ketchum Dist.	✓				40 00	
17	9/21/-	Ketchum Dist.	✓				549 00	
18	9/21/-	Ketchum Dist.	✓				142 55	
19	9/21/-	Ketchum Dist.	✓				8 64	
20	9/21/-	Ketchum Dist.	✓				95 90	
21	9/21/-	Ketchum Dist.	✓				20 40	
22	9/21/-	Ketchum Dist	✓				15 56	
23	9/21/-	Ketchum Dist.	✓				104 40	
24	9/21/-	Ketchum Dist.	✓				128 74	
25	9/24/-							
26	9/25/-							
27	9/26/-							
28	9/27/-							
29	9/28/-	Harcourt Outlines	✓				567 45	
30	9/28/-							
31	9/30/-	TOTALS	✓				1670 76	
32								

JOURNAL

6	7	8	9	10	11	12	13	
CASH (Short) DEBIT	CASH (Over) CREDIT	PURCHASES DEBIT	PURCHASES DISCOUNT CREDIT	NET SALES CREDIT	SALES TAX PAYABLE CREDIT	CASH DEBIT	CASH CREDIT	
				122 27	4 17	128 45		1
80				179 01	9 04	188 25		2
	55			130 62	2 71	133 68		3
2 13				134 78	2 55	135 20		4
	1 46			66 84	1 63	69 73		5
	45			60 63	1 23	62 29		6
								7
	18 09			27 03	74	45 86		8
1 93				29 05	85	22 77		9
								10
								11
1 42				29 27	75	28 58		12
	41			95 62	55	40 58		13
	62			25 54	89	27 05		14
40				37 62	1 38	38 05		15
		40 06						16
		599 07						17
		142 55						18
		8 69						19
		45 90						20
		20 40						21
		13 56						22
		104 43						23
		128 70						24
07				32 07	99	32 19		25
72				44 35	57	44 26		26
62				35 12	1 05	34 15		27
	15			28 35	68	29 18		28
7 99		56 75						29
	59			97 69	1 15	49 43		30
15 98	24 11	1670 76		1066 66	25 80	1110 69		

MARKETING AND DISTRIBUTIVE EDUCATION SCHOOL STORE

INCOME STATEMENT

FOR YEAR ENDED DECEMBER 31, 19__

INCOME FROM SALES	17,200
Less Sales Returns and Allowances	200
Sales Discount	
Net Sales	17,000
COST OF MERCHANDISE SOLD	
Merchandise Inventory -- January 1, 19__	600
Purchases	12,600
Less Purchases Returns and Allowances	
Purchase Discounts	
Net Purchases	
Total Cost of Merchandise Available for Sale	13,200
Less Merchandise Inventory -- December 31, 19__	300
Cost of Merchandise Sold	12,900
GROSS PROFIT ON SALES	4,100
OPERATING EXPENSES	
Bad Debts Expense	
Delivery Expense	
Depreciation Expense -- Equipment	
Insurance Expense	
Miscellaneous Expense	300
Payroll Taxes Expense	
Rent Expense	
Salary Expense	
Supplies Expense	600
Total Operating Expenses	900
Net Income from Operations	3,200
OTHER EXPENSES	
Interest Expense	
NET INCOME BEFORE FEDERAL INCOME TAX	
LESS FEDERAL INCOME TAX	
NET INCOME AFTER FEDERAL INCOME TAX	

YEARLY

PROFIT AND LOSS STATEMENT

Period _____ Dates Covered: from _____ to _____

	PERIOD				YEAR TO DATE			
	Actual $	%	Budget $	%	Actual $	%	Budget $	%
Sales								
Gross Profit								
Paper								
Telephone								
Other Services								
Maintenance								
Office Supplies								
Cleaning Supplies								
Cash (over or short)								
General Expenses								
Total Others								
Controllable Profit								
Rent Equipment								
Advertising								
Royalty Fees								
Permits and Licenses								
Depreciation								
Administrative								
Total Below Line Costs								
Net Profit Before Tax								
Other Income								
Net								

Crimson Corner SCHOOL STORE

BALANCE SHEET

June 1, 198—

ASSETS		
Cash	$ 2450.00	
Merchandise Inventory	3265.00	
Supplies	7853.00	
TOTAL ASSETS		$ 13,568.00
LIABILITIES		
Accounts Payable	$ 1753.00	
Accrued Expense	4825.00	
TOTAL LIABILITIES		$ 6578.00
PROPRIETORSHIP		
_____ Store Capital	$ 6990.00	
TOTAL LIABILITIES AND		$ 6578.00
PROPRIETORSHIP		$ 13,568.00

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Appendices

A. Sales Tax Application

SALES TAX

In this handbook the Sales Tax Law is reviewed as it applies to the school store and most other extra-classroom organizations and activities. In Michigan, school stores are not exempt from the Sales Tax Law. The following exerpts from the state regulations give specific details. All stores should have an Application for Registration on file to obtain a Sales Tax License from the Michigan Department of Treasury. (See attached).

P 205.74 Rule 24. Educational Institutions

(1) Sales, not for resale, to regularly organized educational institutions not operated for profit are not taxable. "Not operated for profit", as used in this rule, means operated by an entity of government, a regularly organized church, religious or fraternal organization, where the income from the operation does not inure, in whole or in part, to the benefit of individuals or private shareholders, directly or indirectly, and where the activities of the entity are carried on exclusively for the benefit of the public at large and are not limited to the advantage, interests, or benefits of its members or a restricted group. "Educational institution", as used in this rule, means an institution of learning, organized solely for educational purposes, which maintains a faculty of qualified instructors, and teaches regular, continuous courses of study, and which confers upon students a recognized diploma after completion of a specific curriculum.

(2) Sales of athletic equipment to a regularly organized educational institution for consumption or use are under the management and control of the educational institution and the entire receipts are expended for athletic or educational purposes.

(3) Educational institutions which are not operated for profit, and which operate lunchrooms, cafeterias, or dining rooms for the exclusive use of bona fide enrolled students, are not taxable. Whenever such a lunchroom, school cafeteria, or dining room, sells to nonstudents, including teachers, the institution operating it is subject to the tax on those sales.

(4) Sales of class pins, rings, and similar articles are taxable when paid for, directly or indirectly, by the students.

(5) Sales to educational associations, parent teacher organizations, teachers, and other personnel of an educational institution are taxable.

(6) If an exemption is claimed, then at the time of the transfer of the tangible personal property, the seller shall retain, as part of the seller's records, an executed exemption certificate which reads as follows:

BEST COPY AVAILABLE

CERTIFICATE TO BE EXECUTED WHEN TAX EXEMPT SALE
IS MADE TO AN EXEMPT INSTITUTION OR AGENCY

The undersigned hereby certifies that the item or items being purchased are to be used or consumed in connection with the operation of the exempt institution or agency named in the space provided below and that the consideration for this purchase moves from the funds of the designated institution or agency. In the event this claim is disallowed the transferee promises to reimburse the seller for the amount of tax involved.

. . . . . .
Name of exempt institution or agency

Date . . . . . .

. . . . . .
Signature and title of person making certification

(7) Schools operating a kindergarten through twelfth grade programs are not required to pay tax on the sales of textbooks to enrolled students. Sales of textbooks to nonstudents are taxable. Sales of yearbooks and annuals to both students and nonstudents are taxable.

History: 1944 AC, p.1327, 1944 ACS 31, p.20; 1954 AC, p. 918;
1954 ACS 7, p.11; 1954 ACS 71, p.6; 1954 ACS 88, p._____.

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C-3400 (Rev. 10-82)

MICHIGAN DEPARTMENT OF TREASURY APPLICATION FOR REGISTRATION

Use this application to apply for a Sales Tax license or a Use Tax registration and to register for Income Tax Withholding and for the Single Business Tax. You must complete all applicable sections of the application. All owners of a business must sign. It is essential to file a new application whenever there is a change in ownership, such as a change from one individual to another, a change in partners, an individual or partnership incorporation, etc.

For your convenience, the Michigan Department of Treasury will use your Federal Employer Identification (F.E.) Number, assigned by the Internal Revenue Service, to identify your account with this Department. If you do not have an F.E. Number, but will have employees, file an application for a Number with your Internal Revenue district director. If you do not have an F.E. Number when you file this application, we will assign a Treasury number to you. When you get your F.E. Number, please put it on the next return you file with us. We will discontinue your Treasury number and use your F.E. Number to identify your account.

SALES TAX

Anyone who engages in the business of retail sales of tangible personal property from a Michigan location needs a Sales Tax license. Include the license fee of $1.00, payable to the State of Michigan, with this application.

USE TAX

Anyone who intends to sell or lease tangible personal property to Michigan customers from an out-of-state location (and has no retail location in Michigan) must get a Use Tax registration. You must also get a Use Tax registration if you are a Michigan resident who buys or rents tangible personal property from an out-of-state source or if you sell telephone, telegraph or other leased wire communication services or transient hotel or motel room rentals.

INCOME TAX WITHHOLDING

If you are an employer required to withhold Federal Income Tax from compensation paid an employee, you are also required to withhold Michigan Income Tax. An employee is a person who performs services subject to the will and control of an employer both as to what will be done and how it will be done. For further clarification, see Federal Employer's Tax Guide—Circular E.

SINGLE BUSINESS TAX

The Single Business Tax is a value added tax which includes components of compensation, interest and depreciation added to Federal Taxable income.

The Single Business Tax is a specific tax on the adjusted tax base of every person with business activity. If your allocated or apportioned annual gross receipts total less than $40,000, you are not required to register or file returns. Single Business taxpayers include all business activities—corporate or noncorporate, individual, partnership, co-partnership, joint venture, receiver, association, estate, trust or any group or combination acting as a unit.

If your business is a member of a controlled group, complete item 1b. A controlled group is an affiliated group of corporations, controlled group as defined in section 1563 of the Internal Revenue Code or two or more businesses under common control as defined in Internal Revenue Service Regulation 11.414(c).

Businesses exempt from Federal Income Tax are exempt from Single Business Tax, except for certain organizations with unrelated taxable business income. Persons primarily engaged in the commercial farming business are also exempt.

Please answer all questions that apply to your business. Incomplete information may delay processing. After completion send to:

MICHIGAN DEPARTMENT OF TREASURY
TREASURY BUILDING
LANSING, MI 48922

Phone: (517) 373-0888

IMPORTANT *Please read both Instructions and Application carefully. Type or print legibly and complete all applicable items. Incomplete information will delay processing of your application.*

1a. KIND OF OWNERSHIP OF THIS BUSINESS (Check applicable boxes)

- ☐ ① Individual
- ☐ ② Husband-Wife
- ☐ ③ Partnership
- ☐ ④ Domestic Corporation
- ☐ ⑤ Foreign Corporation
- ☐ ⑥ Trust or Estate (Fiduciary)
- ☐ ⑦ Joint Stock Club or Investment Co.
- ☐ ⑧ Social Club or Fraternal Organization
- ☐ ⑨ Other (Explain) _____
- ☐ ⑩ Registered Partnership
- ☐ ⑪ Limited Partnership
- ☐ ⑫ Subchapter S
- ☐ ⑬ Subchapter S
- ☐ ⑭ Professional

1b. CONTROLLED GROUP—Is your organization a member of a controlled group? (See Single Business Tax instr. on page 1.)

☐ YES ☐ NO

If YES, identify controlling member below and attach schedule of names and acct. nos. of other members.

Name of Controlling Member

Acct. No.

2. INDICATE TAXES FOR WHICH YOU WILL BE LIABLE. GIVE DATE THAT LIABILITY WILL BEGIN.

- ☐ Sales Tax — Mo. Day Yr
- ☐ Use Tax — Mo. Day Yr
- ☐ Income Tax Withholding — Mo. Day Yr
- ☐ Single Business Tax — Mo. Day Yr

3. CORPORATION NAME/DIVISION NAME

4. LIST NAME(S) OF OWNER, ALL PARTNERS OR CORPORATE OFFICERS. (Attach an additional list if necessary.)

A. Name (Last, First, Middle) — Title

Residence Address (Number and Street)

(City, State, ZIP) — Residence Telephone Number

Social Security Number — Driver License Number — Date of Birth

B. Name (Last, First, Middle) — Title

Residence Address (Number and Street)

(City, State, ZIP) — Residence Telephone Number

Social Security Number — Driver License Number — Date of Birth

C. Name (Last, First, Middle) — Title

Residence Address (Number and Street)

(City, State, ZIP) — Residence Telephone Number

Social Security Number — Driver License Number — Date of Birth

5. BUSINESS, TRADE OR ASSUMED NAME (if used) — Business Telephone Number

6. LEGAL ADDRESS OF BUSINESS (Where all legal contact by the Department of Treasury may be made)

Number and Street — Business Telephone Number

City, State, ZIP — County — Is this address in the city? ___ Yes ___ No

7. MAILING ADDRESS (Where the Department of Treasury will send all tax forms, if different from 6)

Number and Street, P.O. Box Number, City, State, ZIP

8. PHYSICAL LOCATION OF BUSINESS IN MICHIGAN (If different from 6)

Number and Street, City, State, ZIP — Is this address in the city? ___ Yes ___ No

CONTINUE ON NEXT PAGE

9. FEDERAL EMPLOYER IDENTIFICATION NUMBER ▶ | IF NONE, IS NUMBER APPLIED FOR? ☐ YES ☐ NO

10. HOW MANY PEOPLE WILL YOU EMPLOY THAT ARE SUBJECT TO MICHIGAN INCOME TAX WITHHOLDING? _____

11. ANTICIPATED MONTHLY WITHHOLDING LIABILITY ▶ ☐ $0.00 ☐ Up to $100.00 ☐ Over $100.00

12. ANTICIPATED MONTHLY SALES TAX LIABILITY ▶ ☐ $0.00 ☐ Up to $100.00 ☐ Over $100.00

13. NUMBER OF BUSINESS LOCATIONS IN MICHIGAN (If more than one, attach a list of names and addresses.)
▶ _____

14. IF SEASONAL BUSINESS, INDICATE DATES.
▶ MONTH BUSINESS OPENS | MONTH BUSINESS CLOSES

15. WILL YOU CLOSE YOUR BOOKS FOR THE YEAR ON DECEMBER 31?
▶ ☐ YES ☐ NO IF NO, GIVE CLOSING MONTH AND DAY _____

16. ANTICIPATED ANNUAL GROSS RECEIPTS* $ _____ "GROSS RECEIPTS" MEANS RECEIPTS FROM: (a) Sales of inventory type items; (b) rentals or leases; (c) performance of services, interest, royalties, etc. to the extent derived from business activities.

17. MAJOR BUSINESS ACTIVITY
▶ _____

1. On the enclosed list of 10 major business codes, find the category that best describes your business. Within that group, find
2. the three-digit code which best describes your principal business activity. Enter the three-digit code at left.

IF YOUR BUSINESS ACTIVITY IS NOT ON THE LIST, OR YOU DO NOT HAVE A LIST, DESCRIBE YOUR BUSINESS ACTIVITY

18. DO YOU HAVE A LICENSE TO SELL LIQUOR, BEER OR WINE?
☐ YES ☐ NO

19. IF GASOLINE STATION, GIVE BRAND

NAME OF DISTRIBUTOR

ADDRESS OF DISTRIBUTOR

20. WILL YOU SELL DIESEL FUEL? ☐ YES ☐ NO

21. DO YOU OWN OR LEASE A DIESEL HIGHWAY TRACTOR? ☐ YES ☐ NO

22. WILL YOU SELL CIGARETTES? ☐ YES ☐ NO IF YES, WHO WILL YOUR CIGARETTE SALES BE TO? ☐ CONSUMERS ☐ RETAILERS FOR RESALE ☐ OTHER _____

23. WILL YOU OPERATE A CIGARETTE VENDING MACHINE? ☐ YES ☐ NO IF YES, WHO OWNS THE MACHINE?

24. REASON FOR THIS APPLICATION
☐ Started a new business
☐ Added another location to an existing business
☐ Incorporated an existing business
☐ Purchased a going business
☐ Reinstated an old business (Old. Acct. No.) _____
☐ Other (Explain) _____

25. NAME OF THE PREVIOUS OWNER OF THIS BUSINESS
▶ | PREVIOUS OWNER'S TAXPAYER ACCOUNT NO

26. WILL THE PREVIOUS OWNER REMAIN IN BUSINESS AND MAKE RETAIL SALES AND/OR HAVE EMPLOYEES IN MICHIGAN? ☐ YES ☐ NO

27. IF A CORPORATION, GIVE STATE WHERE INCORPORATED _____

28. IF AN OUT-OF-STATE CORPORATION, ARE YOU REGISTERED WITH THE MICH. DEPT. OF COMMERCE? ☐ YES ☐ NO

29. IF A CORPORATION, INDICATE WHICH FEDERAL INCOME TAX RETURNS WILL BE FILED
☐ 1120 ☐ 1120S ☐ 990C ☐ 990T
☐ Other _____

CONTINUE ON NEXT PAGE

30. SUBMIT A FINANCIAL STATEMENT OR COMPLETE PARTS 30A-30D	MICHIGAN ASSETS & LIABILITIES		OUT-OF-STATE ASSETS & LIABILITIES	
	COST	BALANCE OWED	COST	BALANCE OWED
A. Inventory owned				
B. Furniture & fixtures, autos, trucks, machinery & equipment				
C. Buildings & land				
D. Annual rent paid				

31. SIGNATURE OF OWNER — TWO (2) PARTNERS — TWO (2) CORPORATE OFFICERS — AUTHORIZED REPRESENTATIVE

I hereby declare, under penalty of perjury, that I have examined this application and the statements made and answers given are, to the best of my knowledge and belief, true and complete.

Signature of officer or owner who controls or is responsible for filing returns and making payment of Michigan taxes	Title	Date
Signature	Title	Date

32. IDENTIFICATION OF PREPARER OTHER THAN TAXPAYER

Name	Telephone Number
Address (Number and Street, City, State, ZIP)	

33. LICENSE FEE ENCLOSED: $1.00

SALES TAX APPLICANTS ONLY: A BOND MAY BE REQUIRED BEFORE LICENSE IS ISSUED. $_____

READ THIS IMPORTANT INFORMATION

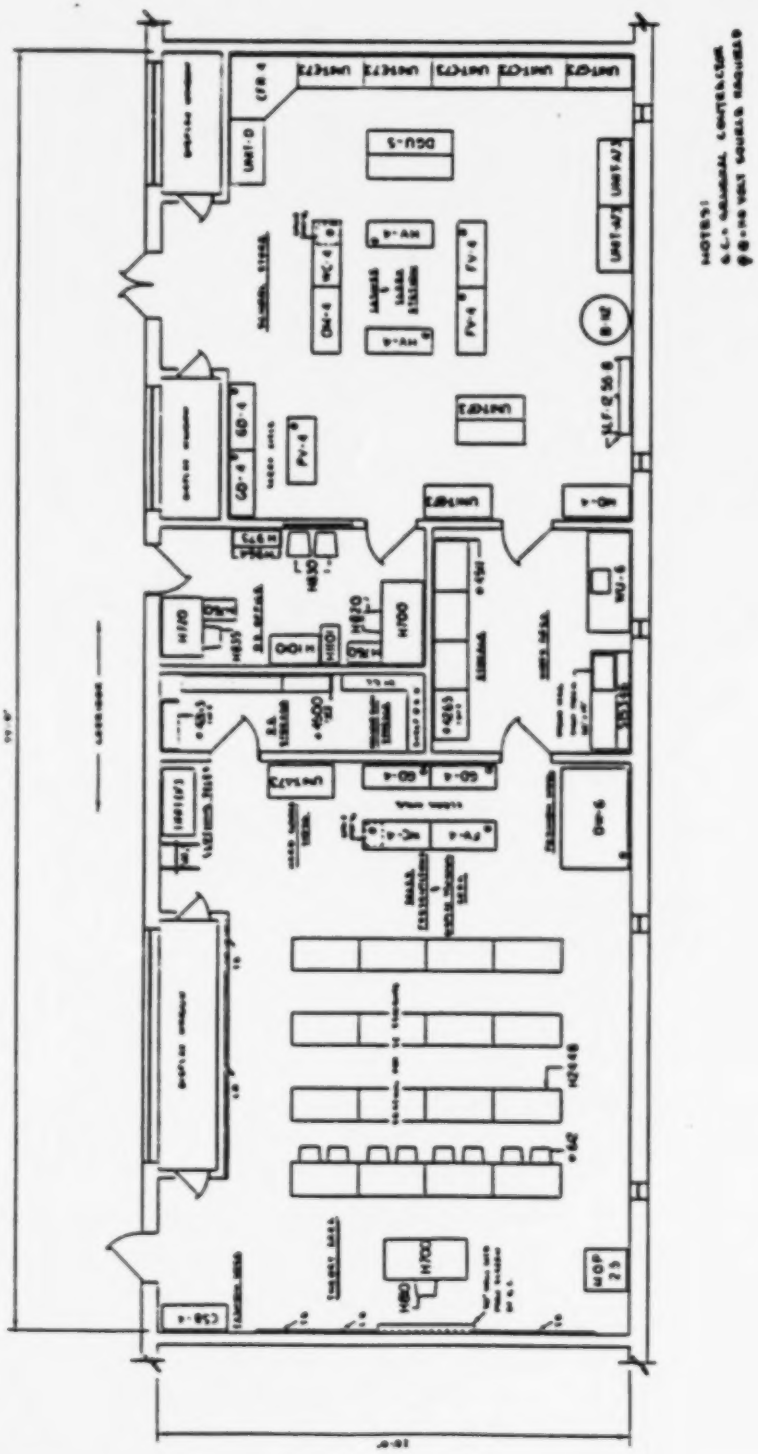
Penalty and Interest is added to your amount due if you fail to file your tax return or pay tax due on time. Avoid penalty and interest costs by preparing your returns carefully and filing the return, with full payment, by the due date. **Penalty** for failure to file or pay tax is five percent of the tax due for each month or part of a month that your return and payment is late. The minimum penalty amount is $5.00 per month per return. The maximum penalty total is 25 percent of the tax due. A penalty of $5.00 per day is charged for failure to file an informational return when no tax is due. **Interest** of at least nine percent per year is charged on any unpaid tax due.

Delinquent Collections—The Michigan Department of Treasury may file a tax lien against the taxpayer's real and personal property and issue a tax warrant or levy to seize and sell the taxpayer's property to pay delinquent taxes.

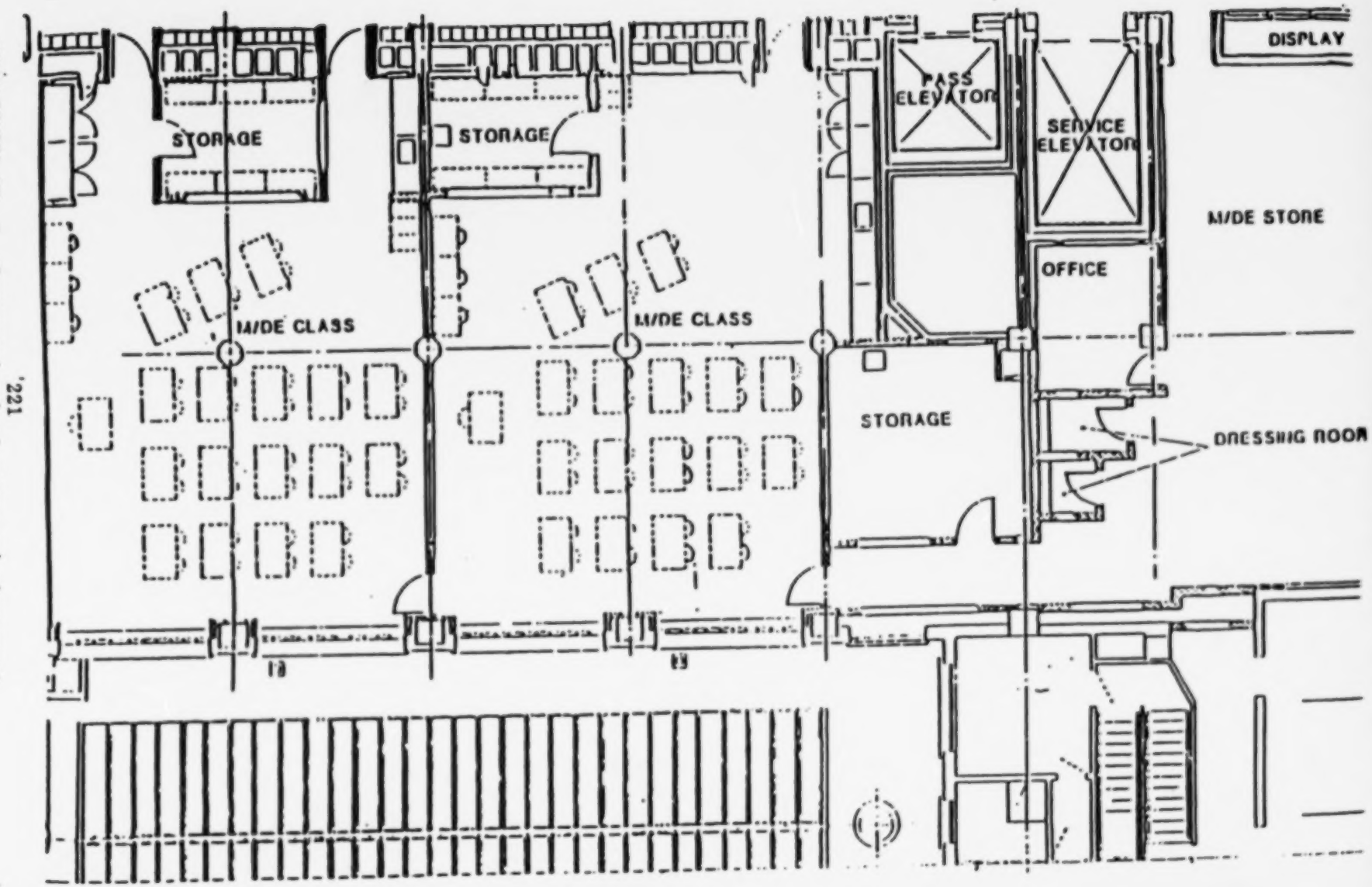
Successors—Persons who purchase a business or stock of goods can be held liable for tax debts incurred by the predecessors under various state laws. These laws require a purchaser to withhold purchase money to cover these tax debts. Sufficient purchase money should be withheld until the former owner produces a receipt showing the taxes have been paid, or a certificate stating that no taxes are due.

Corporate officers may be held liable for tax debts incurred by their corporations under several of the state tax statutes.

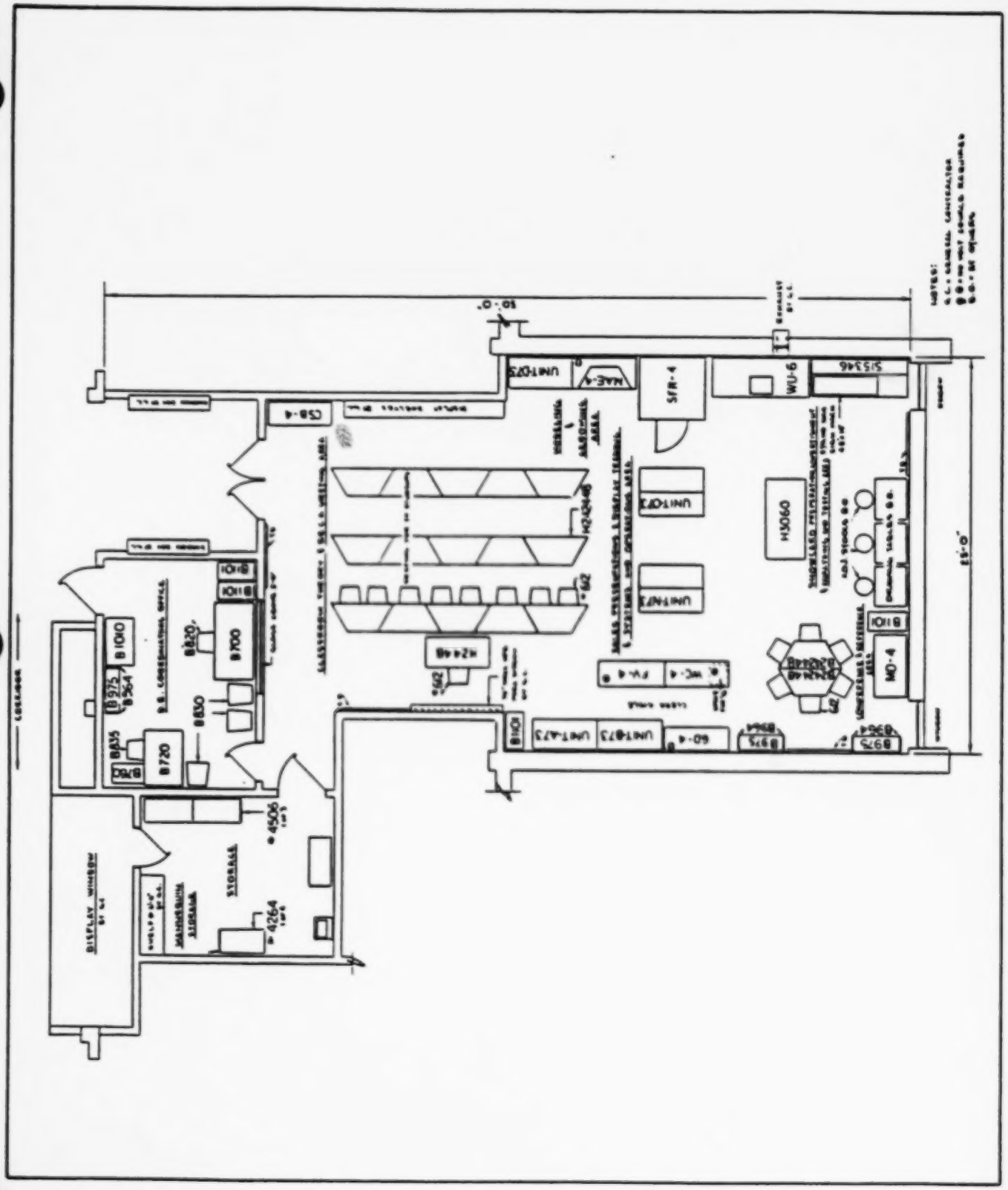
B. Store Layouts



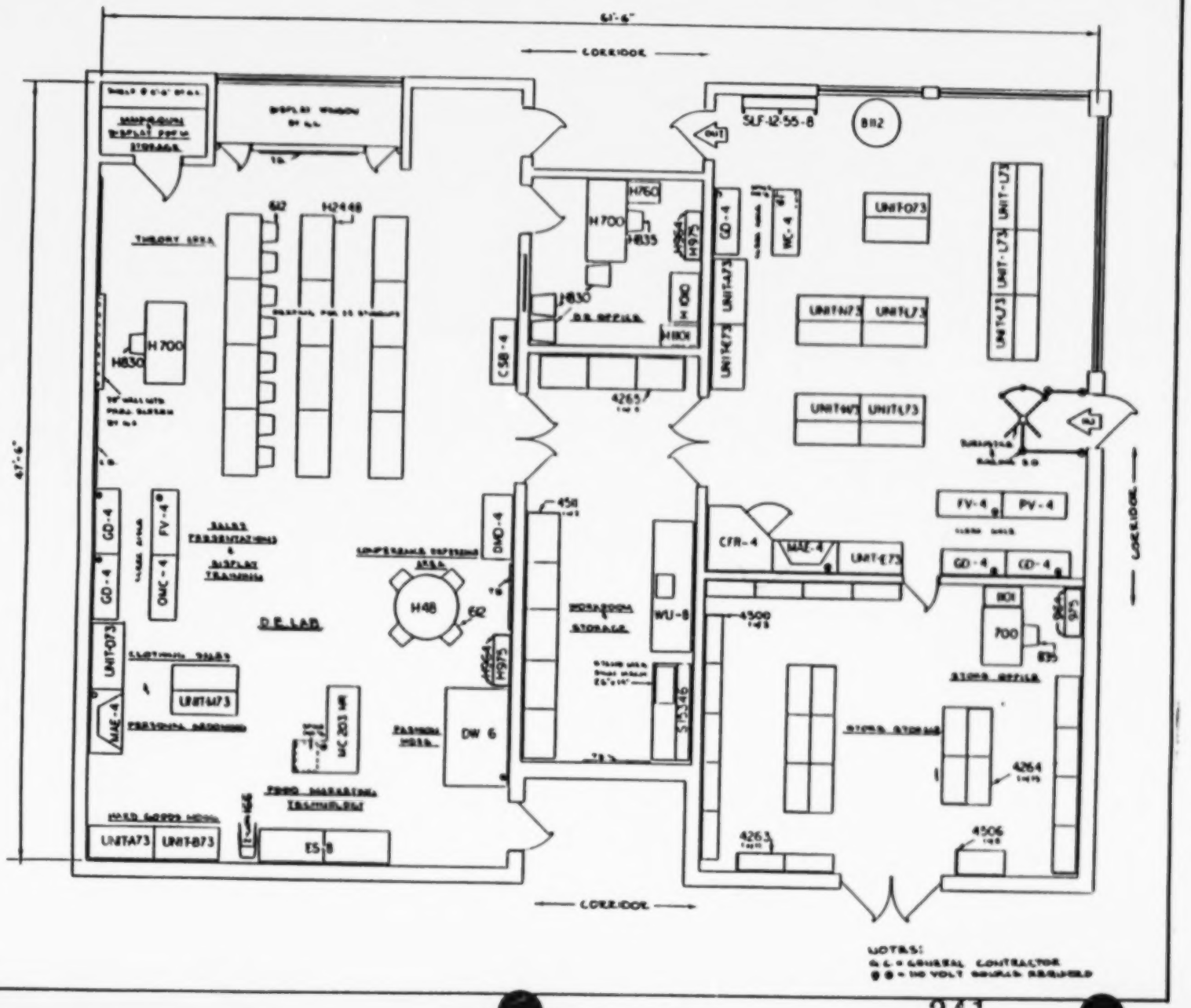
IGH SCHOOL NO. 1
OURCE: SELRITE EDUCATIONAL EQUIPMENT CO.



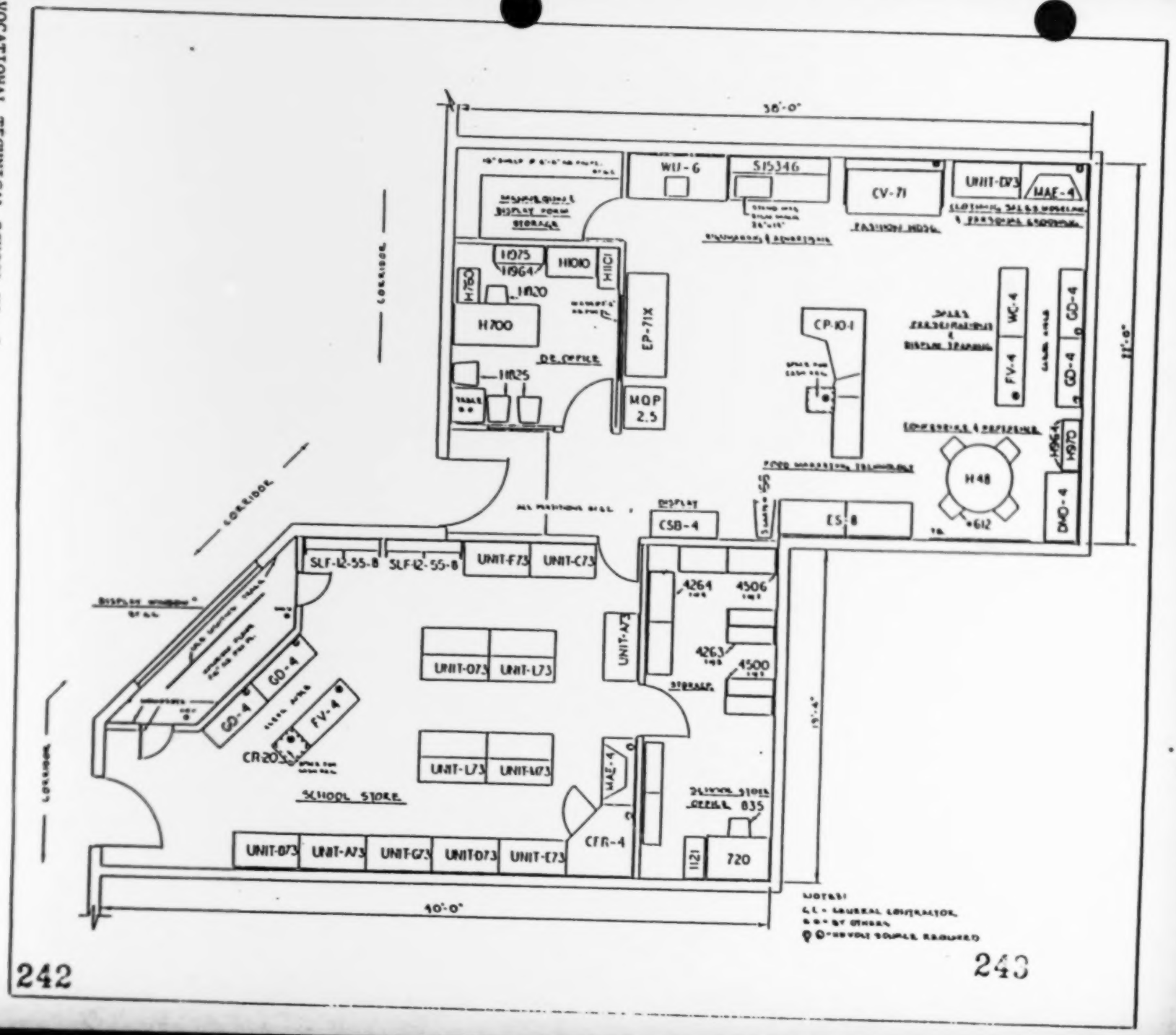
'221
HIGH SCHOOL NO. 2 (Renovated school store and classroom)



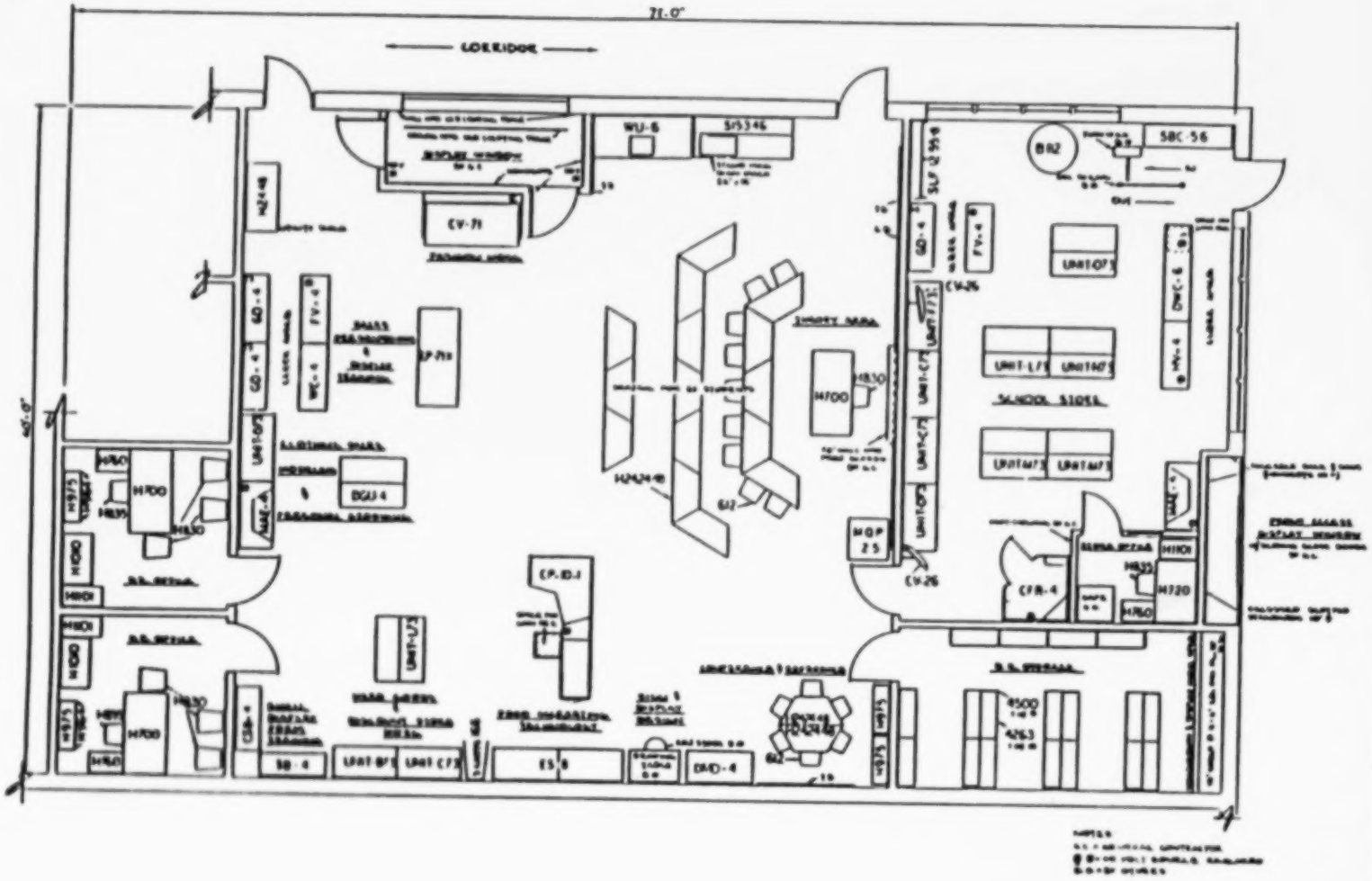
HIGH SCHOOL NO. 3
SOURCE: SELRITE EDUCATIONAL EQUIPMENT CO. 222



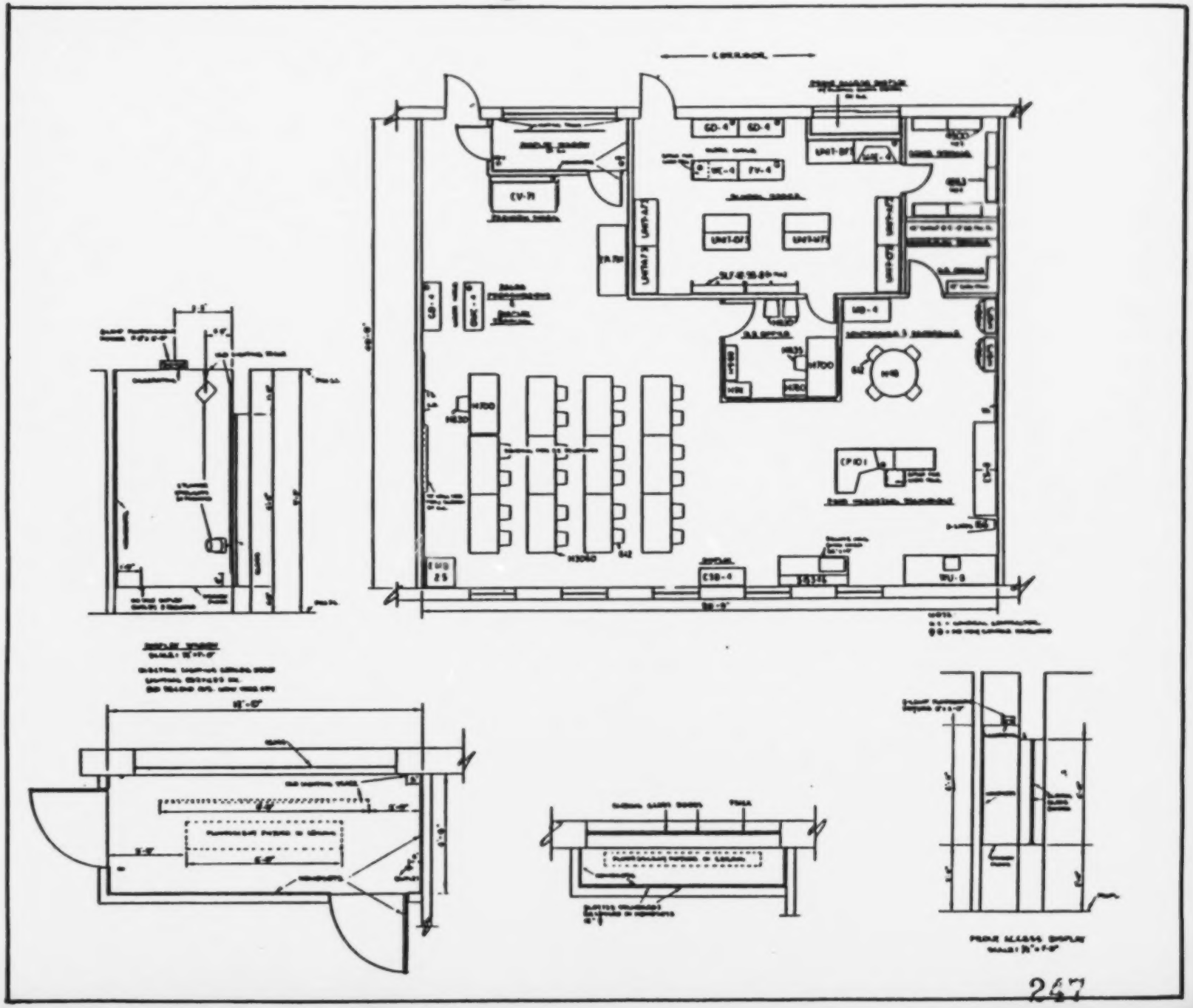
VOCATIONAL TECHNICAL SCHOOL NO. 1
SOURCE: SELRITE EDUCATIONAL EQUIPMENT CO. 223



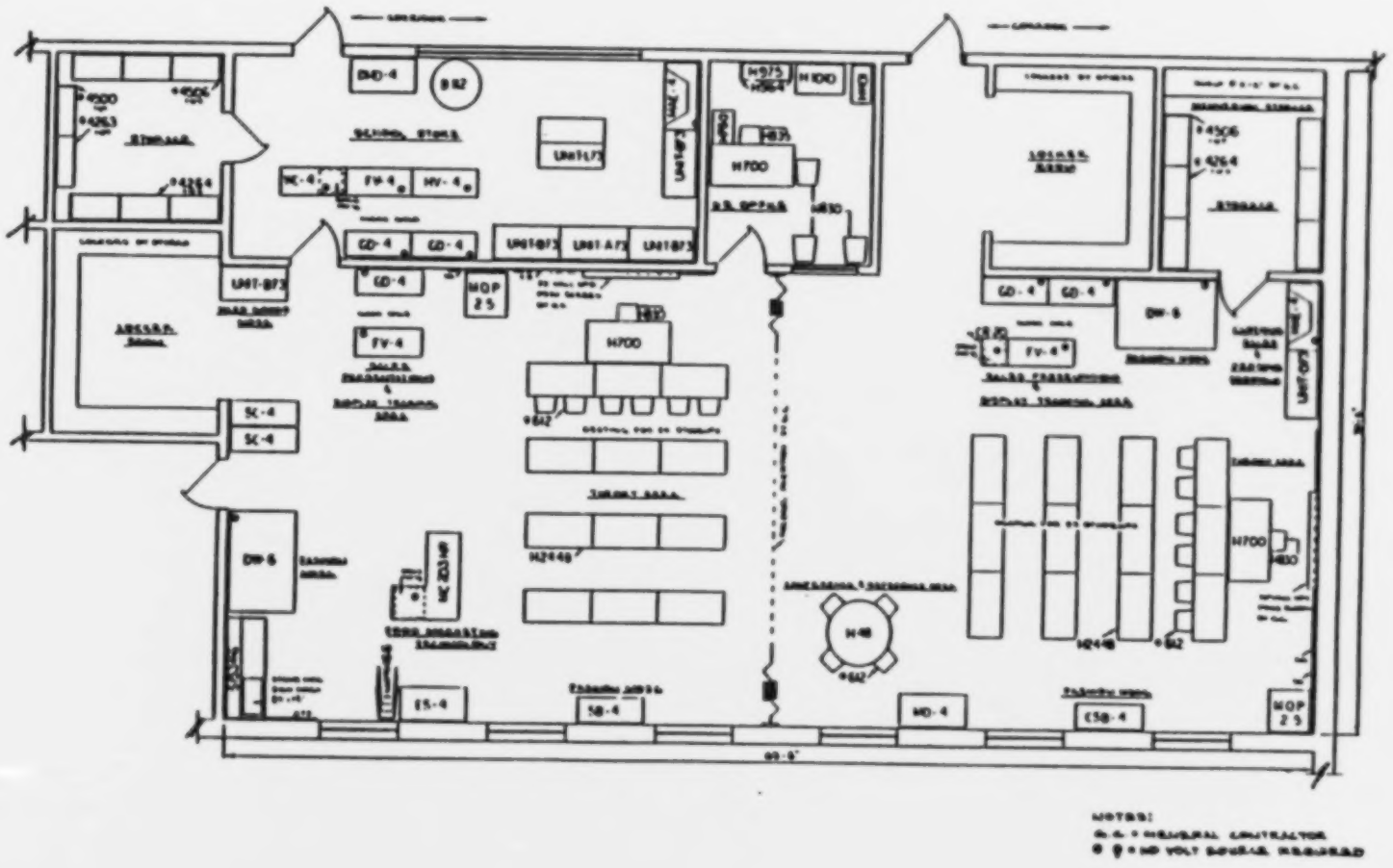
VOCATIONAL TECHNICAL SCHOOL NO. 2
SOURCE: SELRITE EDUCATIONAL EQUIPMENT CO.



VOCATIONAL TECHNICAL SCHOOL NO. 3
SOURCE: SELRITE EDUCATIONAL EQUIPMENT CO.

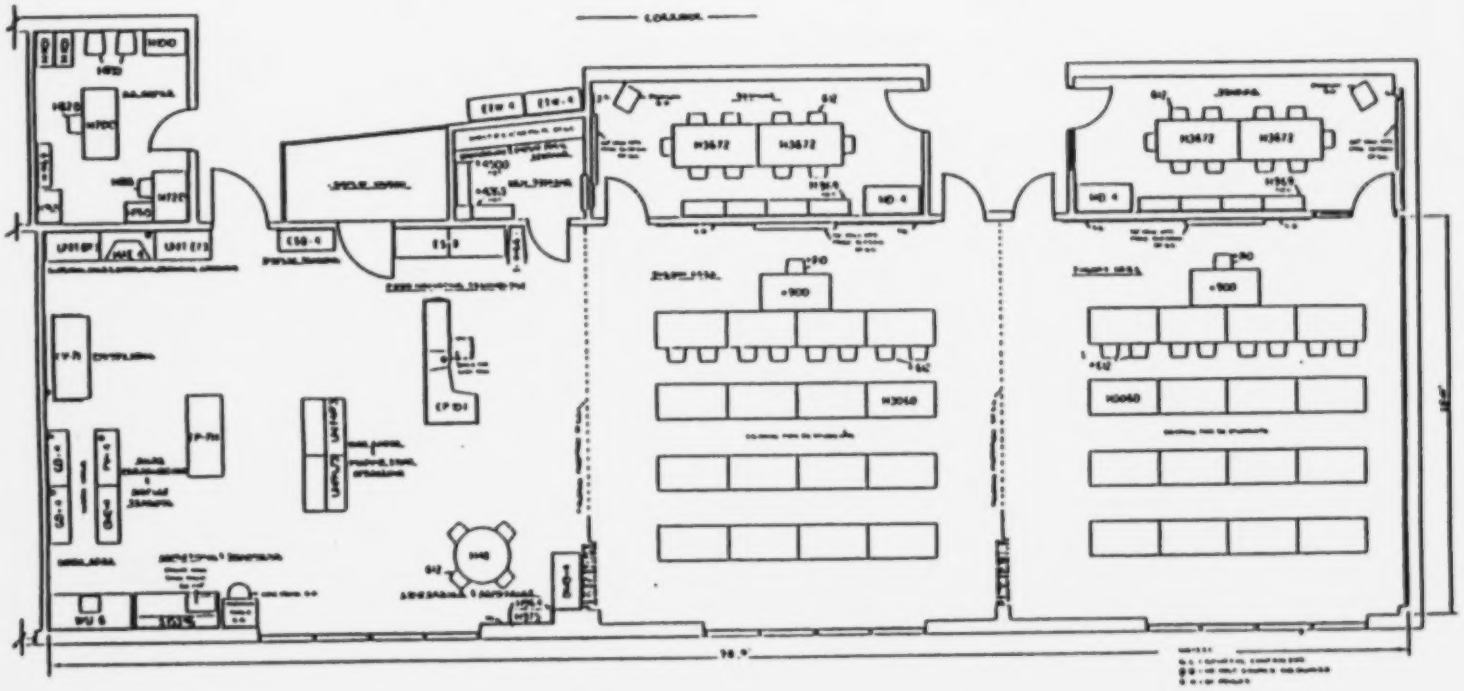


VOCATIONAL TECHNICAL SCHOOL NO. 4
SOURCE: SELRITE EDUCATIONAL EQUIPMENT CO.



VOCATIONAL TECHNICAL SCHOOL NO. 5
SOURCE: SELRITE EDUCATIONAL EQUIPMENT CO.

227

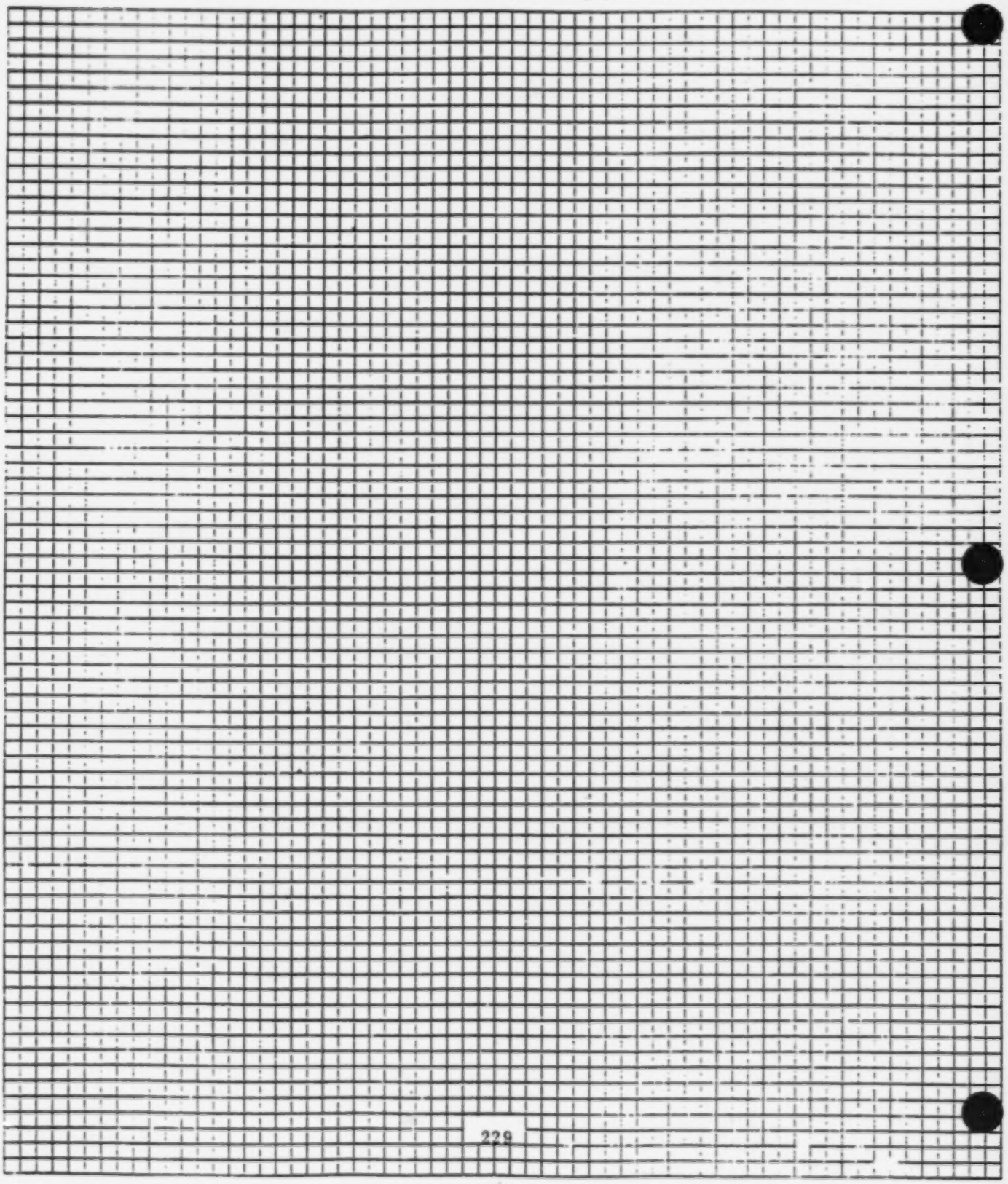


VOCATIONAL TECHNICAL SCHOOL NO. 6
SOURCE: SELRITE EDUCATIONAL EQUIPMENT CO.

228

GRAPH LAYOUT SHEET

This graph sheet may be used in planning your M.E. facility.



SCALE ⅛" EQUALS 1'0"

MICHIGAN INSTRUCTIONAL TOOL & EQUIPLMENT LIST
1986 EDITION
CIP: 08.0700 GENERAL MARKETING
ALL COURSES

ITEM NUMBER	QUANTITY	DESCRIPTION	MI CURRIC. DUTY AREA	NOTES
1	1	Ad Layout Preparation Table with Kit		
2	1	Alarm System		
3	3	Cash Register Terminals (Electric EDP Inventory, Scanner, Manual In Combin.)*	SEE MICHIGAN CURRICULUM GUIDE OR CONTACT CONSULTANT (517) 373-0376	
4	1	Change Sorter		
5	1	Charge Plate Imprinter		
6	2	Clothing Display Unit with Assorted Hangers, Attachments, etc.		
7	1	Combination Safe		
8	1	Display Form Set		
9	1	Display Pedestal Set		
10	2	Female Mannequin		
11	5	Free-Standing Merchandising Units with Shelving/ Storage Unit/Hanging Rails		
13	3	Full Vision Showcase		
14	1	Inside Display Window		
15	2	Island Shelving Unit		
16	2	Junior/Child Mannequin		
17	3	Locking Storage Cabinet		
18	1	Magazine Display Unit		
19	2	Male Mannequin		
20	1	Microcomputer with Printer*		
21	1	Mirrored Alcove Unit		
22	1	Paper cutter		
23	2	Price-Marking Machine		
24	2	Printing Calculator		
25	1	Refrigerated Cooler/ Display Case		
26	1	Security Mirror and/or Camera with Monitor		
27	1	Set of Cleaning Equipment (Brooms, Mops, Pails, Vacuum, Three-Steo Ladder)		
28	1	Sign Card Holder Set		
29	1	Sign Machine Bench		

30	1	Sign Machine with Type Set Equipment
31	1	Sink Cabinet Unit
32	1	Time Clock with Card Rack
33	1	Track Lighting Unit
34	1	Two-Wheel Dolly
35	2	Typewriters
36	2	Wall Display Case
37	2	Wrap Counter
38	3	Wrap Counter/Check-Out Stand

THE FOLLOWING ITEMS ARE INELIGIBLE FOR FEDERAL EQUIPMENT REIMBURSEMENT BUT ARE AS HIGHLY DESIRABLE:

1	2	Four-Drawer File Cabinet
2	1	Set of A-V Equipment (35 MM Camera, Overhead) Projector, Slide, Projector, Cassette Player/Recorder
3	1	Set of Software (Inventory, Recordkeeping Simulations, etc.)
4	1	Telephone Extension
5	1	Video Tape (Recording and Replay) Unit

*V-TES APPROVAL REQUIRED IN CONJUNCTION WITH LOCAL NEED DETERMINATION.

NOTE: THE ABOVE EQUIPMENT IS NEEDED TO PERFORM THE DUTIES AND TASKS IDENTIFIED IN THE MARKETING EDUCATION CURRICULUM GUIDE AVAILABLE FROM THE MICHIGAN CAREER AND VOCATIONAL EDUCATION RESOURCE CENTER AT MSU, 133 ERICKSON HALL, EAST LANSING, MI

NOTE: EACH ITEM MUST EQUAL OR EXCEED $300 IN COST TO BE ELIGIBLE FOR REIMBURSEMENT.

This section contains forms frequently used in carrying out school store functions. These blank forms can be duplicated for immediate use in the store operation. For ease in locating, they appear in the same order as the completed forms in the sample form sections.*

*Informational items or illustrations included in the completed sample forms section are not repeated here.

Sales Slip

CUSTOMER'S ORDER NO.	DATE 19
NAME	
STREET	
CITY & STATE	

SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT.	MDSE. RET'D	PAID OUT	

QUANTITY	DESCRIPTION	PRICE	AMOUNT	

ALL CLAIMS AND RETURNED GOODS MUST BE ACCOMPANIED BY THIS BILL

06502 RECEIVED BY

WANT SLIP

Name _____ Date _____ 198 ___

Today I had calls for the following items which are not in stock:

Item	Color	Size	Price	No. of Calls

234

Items low in stock:

Suggestions or comments _____

WANT SLIP

Name _____ Date _____ 198 ___

Today I had calls for the following items which are not in stock:

Item	Color	Size	Price	No. of Calls

Items low in stock:

Suggestions or comments _____

VOID SLIP

Name _____

Date _____ 198____

Amount to be voided $_____

Re-enter correct amount $_____

Reason for void _____

_____

Approved by _____

(Place in cash register drawer)

VOID SLIP

Name _____

Date _____ 198____

Amount to be voided $_____

Re-enter correct amount $_____

Reason for void _____

_____

Approved by _____

(Place in cash register drawer)

VOID SLIP

Name _____

Date _____ 198____

Amount to be voided $_____

Re-enter correct amount $_____

Reason for void _____

_____

Approved by _____

(Place in cash register drawer)

VOID SLIP

Name _____

Date _____ 198____

Amount to be voided $_____

Re-enter correct amount $_____

Reason for void _____

_____

Approved by _____

(Place in cash register drawer)

EMPLOYEE CASH DISCOUNT FORM

This is a form used for employee discounts. It is completed as follows:

1. Fill in the employee's name and date.
2. List the items purchased and their prices.
3. Subtotal the amount and subtract their discount.
4. Subtotal once again, and add the sales tax. This is your total.
5. Close the sale by having the employee sign the discount the sheet.

EMPLOYEE CASH DISCOUNT	
NAME _____	DATE _____
ITEMS	PRICE
	Subtotal Less 20% Discount Subtotal Sales Tax TOTAL
EMPLOYEE SIGNATURE _____	

CREDIT SALE TICKET

Purchased by

Sold by ..... Date 198

Quantity	Merchandise	Unit Price	Total
	Total Purchase		
	Paid Down		
	Balance Due		

Customer's Signature .....

237

CREDIT SALE TICKET

Purchased by

Sold by ..... Date 198

Quantity	Merchandise	Unit Price	Total
	Total Purchase		
	Paid Down		
	Balance Due		

Customer's Signature .....

CHARGE SLIP

If you choose to use credit, here is an acceptable charge slip which can be used.

The procedure for the use of this charge slip is as follows:

1. Fill out top form: customer's name, address, telephone number and homeroom number
2. Fill in date, cashier's name, student ID number, and the credit terms which are to be used.
3. Fill in items, quantity and price. Then add tax and total.
4. You then have the customer sign the charge slip.

CHARGE SLIP

Name _____

Address _____

Telephone _____ Homeroom No. _____

DATE	CASHIER	STUDENT ID	TERMS

QUANTITY	ITEM	@	PRICE	
		Tax		
		238 Subtotal		
		TOTAL 263		

X _____

Customer's Signature

CREDIT VOUCHER

CREDIT #

Credit Voucher	Dept.	Clerk Initial

QUAN.	Stock Number	Description	Unit Cost	AMT.

DATE	Reason for Return	Sub.T TAX

* Customer Signature	Total Credit

OVER RING FORM

OVER RING

$

HOUR

CASHIER

MANAGER

23

DUE BILL

This type of due bill should be used in the school store.

1. Fill in name, item returned and reason for returning.
2. If they have the receipt fill in the receipt number.
3. Write amount the customer receives.
4. Write out the cash money (i.e. -- four dollars and 98/100).
5. Have it approved and fill in the date.

DUE BILL

Fill out in duplicate -- original in register
duplicate to customer

Name _____

Item Returned _____

Reason Returned _____

Receipt Number _____
(attach receipt to the original of this sheet)

Due Amount $ _____

_____ and _____/100

Approved by _____

Date _____

VOID AFTER 30 DAYS

REFUND SLIP

A refund slip is used to make the cash register come out even.

1. Fill in customer name, address, and reason for returning.
2. Write item or items and amount.
3. Fill in subtotal, add tax, and arrive at the total.
4. Have the customer sign.
5. Have it approved and initialed.

REFUND SLIP

NAME _____

ADDRESS _____

REASON FOR RETURN _____

ITEMS	AMOUNT
Subtotal	
Tax	
TOTAL	

SIGNATURE _____

LAYAWAY FOPM

Presented here are two layaway forms. One is a customer layaway and the other is an associate layaway.

CUSTOMER LAYAWAY

1. Fill in the claim number, claim date and the customer's name.
2. Fill in the original price.
3. Fill in the amount paid down and then the balance.
4. On the back fill in the items and prices, then add to get the subtotal, compute tax and write total.

LAYAWAY	
Customer's Name _____ _____	
Address _____	
City, State _____	
Telephone Number _____	
Claim Number	Claim Date
ORIGINAL PRICE _____	
PAYMENT _____	
BALANCE _____	

EMPLOYEE LAYAWAY

1. Fill in the name, date and claim date.
2. Fill in items and amount.
3. Add to get subtotal.
   a. Subtract discount to arrive at subtotal.
   b. To subtotal, add tax to get your total.
   c. Subtract deposit to arrive at the balance.
4. On the back, write each payment and the balance after it is subtotaled.

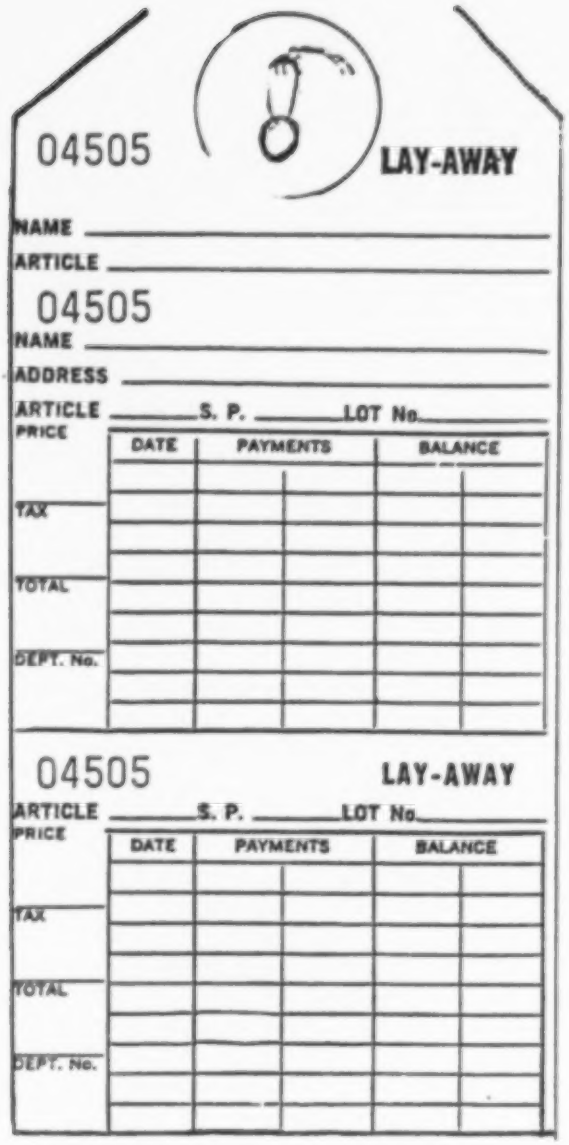
(front)

Name	Date	Claim Date
Items		Amount
	SUBTOTAL I 20% DISCOUNT SUBTOTAL II TAX TOTAL LESS DEPOSIT BALANCE	

(back)

PAYMENT	BALANCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	

LAY AWAY TAG



04505 LAY-AWAY

NAME _____

ARTICLE _____

04505

NAME _____

ADDRESS _____

ARTICLE _____ S. P. _____ LOT No. _____

PRICE

TAX

TOTAL

DEPT. No.

DATE	PAYMENTS		BALANCE	

04505 LAY-AWAY

ARTICLE _____ S. P. _____ LOT No. _____

PRICE

TAX

TOTAL

DEPT. No.

DATE	PAYMENTS		BALANCE	

CONSIGNMENT SALES SLIP

Date _____

Consignor _____

Address _____

_____

Purchaser _____

NUMBER	DESCRIPTION	CP	SP
	Subtotal		
	Tax		
	TOTAL		

245

CONSIGNMENT AGREEMENT

_____ (herein called the consignor) agrees to place the following listed items in the Retail Laboratory (herein called the consignee) for the purpose of resale. The consignor agrees to establish a fair market price for said items and further agrees to permit the consignee to sell said items at a price the consignee determines reasonable, but not less than the fair market price established by the consignor.

The consignee agrees upon sale of any item so consigned to pay the consignor within 10 days the prior established price as indicated in the schedule below. It is further agreed that either party may cancel this agreement upon 10 days notice to the other party.

_____ _____

Consignor's Signature Date

_____

Consignee's Signature

SCHEDULE OF ITEMS CONSIGNED

NUMBER	DESCRIPTION	CONSIGNOR'S PRICE

ORDER DATE		SHIP TO:	IMPORTANT Order Number must appear on all packages, invoice, and correspondence	ORIGINAL
TERMS	VENDOR NAME AND ADDRESS		ORDER NUMBER 00001	
	HOW SHIP:	WHEN SHIP: AT ONCE if not specified	MERCHANDISE GROUP	CANCEL DATE

IMPORTANT: TERMS AND CONDITIONS OF ORDER — Any order given on this form will be refused if date of delivery is more than 30 days from date of order. Invoices covering all shipments must be received before or with all shipments of merchandise.

LOT NO. OR ITEM	QUANTITY	UNIT	DESCRIPTION	UNIT COST		UNIT RETAIL	

MANAGER'S SIGNATURE — TOTAL COST

SCHOOL PURCHASE ORDER

(ACTIVITY PROGRAM FUND) _____

(ACCOUNT NUMBER) _____

(DATE) _____

(PAYEE OR FIRM) _____

(TERMS) _____

(STREET) _____

(SHIP VIA) _____

(CITY) _____ (STATE) _____ (ZIP CODE) _____

NUMBER	DESCRIPTION OR PURPOSE	UNIT PRICE	COST
		TOTAL	$

Requested By: _____
(SIGNATURE ACTIVITY SPONSOR)

Approved By: _____
(SIGNATURE PERSON AUTHORIZED TO SIGN)

Position: _____

I hereby certify that $ _____ is available in the said activity program fund for payment of the above obligation.

_____
(SIGNATURE OF CLERK CUSTODIAN)

SUMMARY OF PURCHASE ORDERS

Company _____ Department _____

Address _____ Manager _____

Telephone _____ Date _____

NAME OR DESCRIPTION	STOCK NUMBER	NUMBER IN STOCK	QUANTITY ORDERED	UNIT COST	TOTAL COST	DATE RECEIVED	QUANTITY RECEIVED	RETAIL

BUYERS RESOURCE FILE

CROSS REFERENCE _____

VENDOR _____

_____

_____

VENDOR NUMBER _____

MERCHANDISE _____

STOCK NUMBER _____

CONTACT _____

TERMS _____

_____

FREIGHT:

FOB _____

VIA _____

COST OF MERCHANDISE:

PRICE _____

PER _____

DISCOUNTS _____

_____

DELIVERY TIME _____

MINIMUM ORDER _____

RETAIL:

SUGGESTED _____

MARK UP _____

Put on 5" X 8" index file cards for handy reference. File alphabetically by vendor's name.

MERCHANDISE AND SALES REPRESENTATIVE
EVALUATION FORM

Name_____
Date_____
Department_____

Company Name_____

Favorable products and/or services presented	Mfg. stock #	*	Cost to the store	Suggested retail price	Minimum amount
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Unfavorable products/services presented

1.					
2.					
3.					
4.					
5.					

*Rate the favorable items above from 1-? as to your favorite(s).

Favorable Features and Techniques of Salesperson

Unfavorable Features and Techniques of Salesperson

PROMOTION PLANNING CALENDAR

Month	Promotion Themes	Merchandise to be Featured
September		
October		
November		
December		
January		
February		
March		
April		
May		

STORAGE CONTROL CARDS

Every item in the store has one of these control cards.

Action is posted weekly. It records the date and quantity of the item received and the same information on merchandise moved from the stockroom to the salesfloor (issued).

ARTICLE	SIZE UNIT	MAX. MIN.	LOCATION	STOCK NO.

RECEIVED			ISSUED			BALANCE	RECEIVED			ISSUED			BALANCE
DATE	ORDER	QUAN.	DATE	ORDER	QUAN.		DATE	ORDER	QUAN.	DATE	ORDER	QUAN.	

_____ SCHOOL STORE

INVENTORY FORM

Date _____ 198____ Counted by _____

Page Number _____ Checked by _____

Description of Merchandise	Units on Hand	Unit Price		Total Retail Value	
Total Retail Value					

_____SCHOOL STORE

INVENTORY RECAP SHEET

Date_____198_____

REDUCTION OF INVENTORY TO COST

Physical Inventory at Retail	$_____
Markup Percent for Year	(×) _____%
Dollar Markup for Year	$_____
Physical Inventory at Retail	$_____
Less: Dollar Markup for Year	(–)_____
Physical Inventory at Cost	$_____

CALCULATION OF MERCHANDISE SHORTAGE

Opening Inventory at Retail	$_____
Add: Purchases at Retail	(+) _____
Total Merchandise for Sale	_____
Less: Net Sales	(–)_____
Book Inventory at Retail	_____
Less: Markdowns Taken	(–)_____
Adjusted Book Inventory at Retail	_____
Less: Physical Inventory at Retail	_____
Merchandise Shortage	$_____

RECEIVING REPORT

Date	Invoice #	Company	Items Received Stock Number	Initials

SUPPLIER

PRODUCT DESCRIPTION

PRODUCT NAME

PRODUCT CODE #

PURCHASE DATE	PRODUCT COST	QTY.	TOTAL COST INCL. DEL. CHG.	SELLING PRICE ITEM RETAIL	REORDER LEVEL	% OF M.U.	% OF M.D.

257

HARRY'S PLACE

GROUP _____ **DATE** _____

HOUR _____

NAME	JOB	MON.		TUE.		WED.		THUR.		FRI.		TOTAL PTS.

258

Employee Compensation Record

Name _____ Soc. Sec. No. _____

Address _____ Full Time _____ Date of Birth _____

Phone _____ Part Time _____ No. of Exemptions _____

Pay Period Ending	Hours Worked	Total Reg. Hours	Overtime	Earnings			Deductions				Net Pay
	S M T W T F S S M T W T F S			Regular Rate	Overtime Rate	Total	Social Security	Fed. Income Tax	State Income Tax	Other	
	Monthly Totals										
	Quarterly Totals										

PROGRESS REPORT CATEGORIES * INSTRUCTOR WORK SHEET

Student | Course | Instructor

Home School | Grade Level at Home School | Date

	WEIGHT	5	4	3	2	1	TOTAL
ATTENDANCE: Standards followed as determined by Center policy and explained in student handbook	2						

WORK HABITS

APPEARANCE: Dress appropriate for the occupation	1						
INTEREST & INITIATIVE: Time devoted to job, concern for job, ability to determine job tasks and willing to move ahead without being told.	1						
ATTITUDE: Willingly accepts responsibility and carries out tasks in a cooperative, positive manner, portrays feeling of goodwill toward job and associates.	2						
SAFETY: Works following appropriate safety habits and practices. Keeps work area clean and neat.	1						
FOLLOWS DIRECTIONS: Accepts assignments and carries them out in prescribed manner.	1						

SKILL TRAINING

EFFICIENCY: Organization of work, proper use of time, orderliness and accuracy of work.	2						
JOB PERFORMANCE: Attainment of job skills and strives for high quality of work.	5						
PROGRESS: Is showing reasonable quantity of growth during the evaluation period considering student's career goal and ability.	5	260					

MARKING PERIOD 1st 2nd | FINAL GRADES 1st Semester | MARKING PERIOD 3rd 4th | FINAL GRADES 2nd Semester

TOTAL 1 2 3 4

STUDENT EVALUATION FORM

Scoring Key
5 points—outstanding
4 points—good
3 points—average
2 points—only fair
1 point —poor

Training Station _____

Job Title _____

Student _____

Period _____

Workmanship	5	4	3	2	1
Attitude toward work	5	4	3	2	1
Social Habits	5	4	3	2	1
Human Relations	5	4	3	2	1
Personal Appearance	5	4	3	2	1
Dependability	5	4	3	2	1

Competencies to be Evaluated

_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

Does the student show potential for promotion? _____ Total Score _____

Student's most outstanding positive attribute?

_____

_____

Student's greatest weakness?

_____

_____

Comments

_____

_____

_____

_____

_____

Training Sponsor's Signature

SALES CLERK'S SELF-EVALUATION

The following is a list of questions that you are to answer about how you have just done as a sales clerk. Answer them fairly and honestly. This list will be reviewed by the teacher/coordinator and your manager. It will be a significant factor in determining your grade for DE I Lab.

(Circle either yes or no)

YES NO 1. Did I report in with my manager?

YES NO 2. Was I neat and clean, well rested, in a good mood, and positive in my thinking?

YES NO 3. Did I know the merchandise in the store I was assigned to?

YES NO 4. Was my store thoroughly cleaned and straightened? If not, explain why._____

_____

_____

YES NO 5. Did I promptly approach all customers with an appropriate greeting?

YES NO 6. Did I show an interest in serving the customer?

YES NO 7. Did I successfully determine the customer's needs and wants by listening to what they said and looking at what they were doing?

YES NO 8. Did I ask questions to clarify exactly what the customer wanted and/or needed?

YES NO 9. Did I select a variety of items, or a specific item, which seemed to suit the customer's needs?

YES NO 10. Did I make a brief initial statement about the product, when appropriate, that gained the customer's interest?

YES NO 11. Did I observe and listen to the customer's response--both voluntary and involuntary, positive and negative?

YES NO 12. Did I provide additional facts and information (if appropriate) about the product that appealed to the customer's reason and emotion?

YES NO 13. Did I show my enthusiasm in serving the customer?

YES NO 14. Did I listen to the customer's objections and try to distinguish between real objections and mere excuses?

YES NO 15. Did I present additional facts or information when needed and let the customer weigh them and decide?

YES NO 16. Did I close the sale by: being positive and logical in my manner, being confident that I was serving my customer, watching my customer's actions, listening to my customer's remarks, asking to write up the sale (if necessary), and writing up the sales slip?

YES NO 17. When the sale was closed, did I promptly prepare the sales slip?

YES NO 18. Did I thank the customer and direct him to the cash register?

YES NO 19. (P.M. only) Did I thoroughly prepare my store for the next morning's business?

YES NO 20. Could I have done a better job as a sales clerk? If so, how?

_____

_____

_____

CASHIER'S DIARY

DATE	NAME	TIME		AMOUNT IN THE DRAWER		CASH	
		IN	OUT	ON DUTY	OFF DUTY	OVER	SHORT

264

MANAGER'S NAME & HOUR						DAY
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						HOUR
OVER RINGS THIS HOUR						ACC TOTAL
						FINAL TOTAL
TOTAL O.R.						

HOURLY REGISTER CHECKOUT

BUS. DAY

HOUR					HOUR
ACC CASHOUT					ACC CASHOUT
CHECKS					CHECKS
DOLLAR BILLS					DOLLAR BILLS
25¢					25¢
10¢					10¢
5¢					5¢
1¢					1¢
TOTAL CASH					TOTAL CASH
SUB STARTING FUND					SUB STARTING FUND
NET CASH					NET CASH
X KEY READING					X KEY READING
SUB OVER RING					SUB OVER RING
NET READING					NET READING
DIFF BETWEEN NET CASH & READ					DIFF BETWEEN NET CASH & READ
CASHIER'S NAME MGR'S NAME					CASHIER'S NAME MGR'S NAME

HOURLY SALES & CASH OUT RECORD

DATE _____

HOUR ☐ CASHIER ☐
SALES # ____ TO ____ SALES # ____ TO ____

END READ			
BEG. READ			
DIFF.			
–O.R.			
NET			
DEP			

COMB. NET _____

HOUR ☐ CASHIER ☐
SALES # ____ TO ____ SALES # ____ TO ____

END READ			
BEG. READ			
DIFF.			
–O.R.			
NET			
DEP			

COMB. NET _____

HOUR ☐ CASHIER ☐
SALES # ____ TO ____ SALES # ____ TO ____

END			
BEG.			
DIFF.			
–O.R.			
NET			
DEP			

COMB. NET _____

HOUR ☐ CASHIER ☐
SALES # ____ TO ____ SALES # ____ TO ____

END			
BEG.			
DIFF.			
–O.R.			
NET			
DEP			

COMB. NET _____

HOUR ☐ CASHIER ☐
SALES # ____ TO ____ SALES # ____ TO ____

END			
BEG			
DIFF			
–O.R.			
NET			
DEP			

COMB. NET _____

HOUR ☐ CASHIER ☐
SALES # ____ TO ____ SALES # ____ TO ____

END			
BEG.			
DIFF.			
–O.R.			
NET			
DEP			

COMB. NET _____

☐ OVER RINGS & REFUNDS

HOUR & TIME	NAME	AMT.

☐ OVER RINGS & REFUNDS

HOUR & TIME	NAME	AMT.

CASH OUT ☐

HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL

CASH OUT ☐

HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL
HR	AMT.
INT.	ACC TOTAL

TOTAL CASH OUT

$

DATE _____

NAME _____

CLOSING

CASHIER'S REPORT

Pennies . . . . . _____

Nickels . . . . . _____

Dimes . . . . . _____

Quarters . . . . . _____

Halves . . . . . _____

Silver Dollars . . . . . _____

Paper Bills . . . . . _____

Checks . . . . . _____

1. Total Cash in Drawer _____
2. Less Petty Cash Fund _____
3. Bank Deposit (Line 2 from Line 1) _____
4. Cash Register Tape Total _____
5. Less Overrings _____
6. Corrected Cash Register Tape Total (Line 5 from Line 4) _____
7. Cash Short (If Line 6 is greater than Line 3) _____
8. Cash Over (If Line 3 is greater than Line 6) _____
9. Corrected Cash Register Tape Total (From Line 6) _____
10. Less Sales Taxes _____
11. Sales for the Day (Line 10 from Line 9) _____

DAILY BALANCE AND SALES SLIP

DATE _____ NAME _____

CASH REPORT		
Pennies		
Nickels		
Dimes		
Quarters		
Halves		
Bills		
Checks		
TOTAL CASH IN DRAWER		
TOTAL CASH RECEIVED FROM SALES		
Bank		
Refunds on cash sales		
Net cash sales		
Charge sales		
TOTAL SALES		

SALES SUMMARY		
TOTAL SALES - Dept. 1		
TOTAL SALES - Dept. 2		
TOTAL SALES - Dept. 3		
Tax		
TOTAL SALES (incl. tax)		

APPROVED BY _____

BALANCES		
TOTAL CASH RECEIVED		
Voids		
Total		
Register reading		
Cash: over / short		
Reading of customer counter		
Number of "No Sales"		
Number of "Voids"		
Net customers		
CASH SALES		
Sales Department 1		
Sales Department 2		
Sales Department 3		
Tax collected		
TOTAL CASH SALES (incl. tax)		
CHARGE SALES		
Sales Department 1		
Sales Department 2		
Sales Department 3		
Tax		
TOTAL CHARGE SALES (incl. tax)		

MONTHLY SUMMARY OF CASH RECEIPTS

Month ____________________ Operation ____________________

Date	Daily Receipts of Non-taxables	Daily Receipts of Taxables	Sales Tax	Total Receipts	Cash Receive & Deposited

DEAR CHARGE CUSTOMER:

Charge accounts are a privilege. With privileges come responsibility. It is your responsibility to pay on your charge account by Friday of each week and have a balance of no more than five dollars ($5.00)

Are you one of the people who have not been meeting your responsibility?

The balance on your charge account is _____.

If there is a problem please discuss the matter with Mrs. Price , instructor. Thank you for your cooperation.

MARKETING AND DISTRIBUTIVE EDUCATION SCHOOL STORE

INCOME STATEMENT

FOR YEAR ENDED DECEMBER 31, 19__

INCOME FROM SALES . . . . . _____

Less Sales Returns and Allowances . . . . . _____
Sales Discount . . . . . _____
Net Sales . . . . . _____

COST OF MERCHANDISE SOLD

Merchandise Inventory -- January 1, 19__ . . . . . _____
Purchases . . . . . _____
Less Purchases Returns and Allowances . . . . . _____
Purchase Discounts . . . . . _____
Net Purchases . . . . . _____
Total Cost of Merchandise Available for Sale . . . . . _____
Less Merchandise Inventory -- December 31, 19__ . . . . . _____
Cost of Merchandise Sold . . . . . _____

GROSS PROFIT ON SALES . . . . . _____

OPERATING EXPENSES

Bad Debts Expense . . . . . _____
Delivery Expense . . . . . _____
Depreciation Expense -- Equipment . . . . . _____
Insurance Expense . . . . . _____
Miscellaneous Expense . . . . . _____
Payroll Taxes Expense . . . . . _____
Rent Expense . . . . . _____
Salary Expense . . . . . _____
Supplies Expense . . . . . _____
Total Operating Expenses . . . . . _____
Net Income from Operations . . . . . _____

OTHER EXPENSES

Interest Expense . . . . . _____

NET INCOME BEFORE FEDERAL INCOME TAX . . . . . _____

LESS FEDERAL INCOME TAX . . . . . _____

NET INCOME AFTER FEDERAL INCOME TAX . . . . . _____

YEARLY

PROFIT AND LOSS STATEMENT

Period _____ Dates Covered: from _____ to _____

	PERIOD				YEAR TO DATE			
	Actual $	%	Budget $	%	Actual $	%	Budget $	%
Sales								
Gross Profit								
Paper								
Telephone								
Other Services								
Maintenance								
Office Supplies								
Cleaning Supplies								
Cash (over or short)								
General Expenses								
Total Others								
Controllable Profit								
Rent Equipment								
Advertising								
Royalty Fees								
Permits and Licenses								
Depreciation								
Administrative								
Total Below Line Costs								
Net Profit Before Tax								
Other Income								
Net			274					

_____SCHOOL STORE

BALANCE SHEET

_____198_____

ASSETS

Cash	$ _____	
Merchandise Inventory	_____	
Supplies	_____	
TOTAL ASSETS		$ _____

LIABILITIES

Accounts Payable	$ _____	
Accrued Expense	_____	
TOTAL LIABILITIES		$ _____

PROPRIETORSHIP

_____ Store Capital	$ _____	
TOTAL LIABILITIES AND		$ _____
PROPRIETORSHIP		$ _____

E. School Store Survey

SURVEY RESULTS-MARCH 1987*

MARKETING EDUCATION PROGRAM SURVEY

(Please print or type your responses)

Name: _____

School: _____

School Telephone ( ) _____

Address: _____

City: _____ Zip Code: _____

199 Survey Respondents - 81.2% Return Rate

1. Type of school (check one)

   Class A 79(40%) Class C 36(18%) Vocational Center 39(20%)

   Class B 45(23%) Class D -0-

2. Do you have a school store? Yes 127(79%) No 33(21%)

   Name _____
   (of School Store)

   If NO, GO TO QUESTION #10

3. How many hours/day is your store open for business?

   1 to 2 hours 53(42%) 4 to 5 hours 12(10%)

   2 to 3 hours 22(18%) 5 to 6 hours 16(13%)

   3 to 4 hours 17(14%) Over 6 hours 5(4.0%)

4. What is your average yearly sales volume (school year)?

   Less than $5,000 18(14%) $20,000-$25,000 17(13%)

   $5,000-$10,000 26(21%) $25,000-$30,000 14(11%)

   $10,000-$15,000 17(13%) $30,000-$40,000 15(12%)

   $15,000-$20,000 8(6%) Over $40,000 12(10%)

5. What percentage of sales is from food products (juices, candy, etc.)?

   Less than 10% 17(13%) 25 to 50% 28(22%) Over 75% 31(25%)

   10 to 25% 10(8%) 50 to 75% 42(33%)

*Amounts do not always equal 100% due to rounding.

6. The profits are used to support (check all that apply)?

97(76%) marketing program (merchandise, equipment)

12(10%) school building fund

33(26%) school district general fund

41(32%) DECA

9(7%) scholarships

11(9%) Other _____ (Identify)

7. Is your store a member of the Michigan/Retailers Association credit card service program?

12(9%) Yes 114(89%) No

8. What is the square footage of your store area? (selling area) (Length X Width)

Less than 100 sq. ft.	63(37%)	500 to 700 sq. ft.	25(15%)
100 to 200 sq. ft.	19(11%)	700 to 800 sq. ft.	6(4%)
200 to 300 sq. ft.	9(5%)	800 to 900 sq. ft.	7(4%)
300 to 500 sq. ft.	26(15%)	Over 900 sq. ft.	16(9%)

9. Do you have a paraprofessional/aide? Yes 60(49%) No 62(51%)

10. Are you currently using micro computers in your program?

Yes 101(67%) No 50(33%) (IF NO, PLEASE STOP AND MAIL SURVEY TO STATE ADDRESS)

11. Where are the micro computers that you use located in the building (check all that apply)?

Marketing classroom	63(42%)	School store area	41(27%)
Computer lab	16(11%)	Media Center	4(3%)

Other (Please identify): Cooperative Education Office, Math, Accounting & Electronics Laboratories

12. Identify the quantity, type and model of micro computer(s) used in your program.

Qty.	Type	Memory Size	Model	Compatible With
102	IBM (30%)			Note:
196	Apple (57%)			A variety of memory sizes, models
39	Radio Shack (11%)			& compatible units were identified.
-0-	Commodore (10%)			The most common memory size is 128K.
3	Franklin (1%)			Apple IIE was most common model.
1	NCR (1%)			
1	Zenith (1%)			

277

13. Identify the quantity, type and model of peripheral equipment used:

Qty	Type	Name/Model
71	Printer(letter quality)	Epson Ex/II; IBM Proprinter XL
80	Printer(DOT matrix)	Panasonic KX-P1091 Image Writer; IBM; Epson, Apple IIE
34	Printer(near letter quality)	
13	Joystick	Better, Apple
-0-	Paddles	
19	Memory	Apple-128K; Starcaro CD/M
-0-	Modem	
15	Graphic Pad	
2	Applestar	

14. Identify the number and type of disk drive(s) used with each machine. (Quantities)

Apple Disc (2 drive)-(48); IBM X-T-(2); Dual Disc Drive-(32)

IBM PC Dual-(1); Hard Disc-(23); NCR Floppy-(1)

15. Indicate micro computer applications used by you or your students: Use S(student), T(teacher) or ST (both) (check all that apply) (Total Responses Only)

Attendance	10	Word Processing	69
Grading	37	Co/op Job Placement	13
Test Generation	33	Occupational Information	11
Educational Simulations	64	Inventory control	49
Graphics	36	Sign making	59
Advertising	38	Mailing List	22
Fundraising	15	DECA Event Preparation	20
Store Financial Records	29		

Other (Please identify):

Textbook inventory; employee scheduling, student registration; student competency records.

16. Please identify the software packages that you or your students use most often: (Ranked in order of use)

Title	Publisher
1. Print Master	1. Broderbound
2. Appleworks	2. Apple
3. Financial Cookbook	3. Financial Banking
4. Inventory Control	4. Southwestern
5. Gadgetronics	5. Southwestern
6. Microstore	6. IDECC

NOTE: A total of 46 software programs were identified as being used in marketing programs.

17. Have you developed your own software? Yes 16 (18%) No 73 (82%)

If yes, what kind? Grading, DECA, Accounting Program

18. Additional comments about micro computer usage in your program (optional):

_____

_____

_____

_____

_____

_____

Please return by March 5, 1987 to:

Dr. Carl A. Woloszyk
Michigan Department of Education
Vocational-Technical Education Service
P. O. Box 30009
Lansing, MI 48909
(517) 335-0376

300

SCHOOL STORE ROSTER
1987

Allen Park High School
18401 Champaign
Allen Park, MI 48101
Ms. Susan Keramidas
The Student Shop

Alpena High School
3303 3rd Street
Alpena, MI 49707
Mr. Randy Bouchard
Campus Closet

Andover High School
4200 Andover Road
Bloomfield Hills, MI 48013
Mr. Ross W. Maxwell
Baron Village Shop

Avondale High School
699 East Columbia
Pontiac, MI 48054
Mr. William Lightcap
Bee-Hive

Averill Career Center
2102 Weiss Street
Saginaw, MI 48602
Miss Diane Efremoff
The Side Attraction

Bay Arena Skill Center
4155 Monitor
Bay City, MI 48706
Mrs. Susan Kennedy
The Pier

Berkley High School
2325 Catalpa
Berkley, MI 48072
Mr. James Dresbach
Bear Necessities

Brablec High School
17885 Common
Roseville, MI 48066
Ms. Dianne Minicucci
Cougar Den

Branch Area Career Center
366 Morse Street
Coldwater, MI 49036
Mr. Al Carpenter
The Corner Store

Brandon High School
1025 Ortonville
Ortonville, MI 48462
Mr. Terrence Rodger
Hawks Nest

Bridgeport High School
6335 Dixie Highway
Bridgeport, MI 48722
Miss Crystal Dudock

Brighton High School
7878 Brighton
Brighton, MI 48116
Mr. Dan Connel

Buchanan High School
40 West Chicago
Buchanan, MI 48107
Mrs. Cheryl Warner

Capital Career Center
611 Hagadorn
Mason, MI 48854
Mr. David Johnson
Capital Career Center

Cass Tech High School
2421 Second Avenue
Detroit, MI 48201
Mr. Charles L. Crissey
Mrs. Josie Ruttan

Central High School
2432 North Drake Road
Kalamazoo, MI 49007
Mr. Gilbert Reinkensmeyer
Maroon Shop

Chippewa Valley High School
42755 Romeo Plank Road
Mt. Clemens, MI 48044
Mr. Donald Quinn
The Trading Post

Clio Area High School
12366 Raymond Drive
Clio, MI 48420
Mr. James Vine
Mustang Corner

Corunna High School
417 East King Street
Corunna, MI 48817
Mr. Donald Peterson
General Michigan Store

Cousino High School
30333 Hoover
Warren, MI 48093
Mr. Dick Micol
Strawberry Square

Creston High School
1720 Plainfield Avenue
Grand Rapids, MI 49505
Mr. Charles Chase

Crestwood High School
1501 N. Beech Daily
Dearborn Heights, MI 48127
Mr. John Smoot

Davison High School
1250 North Oak Road
Davison, MI 48423
Mr. Wayne Male
Mr. David Smith
Cardinal Shop

Dearborn High School
19501 Outer Drive
Dearborn, MI 48124
Mr. George Chodoroff
First Stop

Delta Schoolcraft ISD
2525 South Third Avenue
Escanaba, MI 49829
Mr. Harlan Buckman
Delta Depot

Dickinson Vocational Center
300 North Boulevard
Kingsford, MI 49801
Mr. Richard Justus
Voc Village

Durand High School
9575 Monroe Road
Durand, MI 48429
Mr. Thomas Timlin
Choo-Chew

East Detroit High School
15501 Couzens
East Detroit, MI 48021
Marun R. Mualem
Shamrock Shoppe

East Kentwood High School
6178 Campus Park Drive
Kentwood, MI 49508
Mr. Victor Ghareeb
Falcon's Nest

East Lansing High School
509 Burcham Drive
East Lansing, MI 48823
Mr. George Jones
Maddog Palace

Eaton ISD Southridge Center
420 North High Street
Potterville, MI 48876
Ms. Beverly Barea
Personally Yours

Ecorse High School
4165 Seventh Street
Ecorse, MI 48229
Mr. John Zahner
Ralling Resevotio

Edsel Ford High School
20601 Rotunda
Dearborn, MI 48124
Mr. Robert Bergen
T-Bird Tunnel

Eisenhower High School
6400 25 Mile Road
Washington, MI 48094
Mr. Thomas Labranche
Eagles Nest

Farmington High School
32000 Shiawassee
Farmington, MI 48024
Mr. Daniel Collins
The End Zone

Flint Southwestern High School
1420 West 12th Street
Flint, MI 48507
Mr. Ronald Sack
The Market Place

Fordson High School
13800 Ford Road
Dearborn, MI 48126
Mr. Frank Provenza

Forest Hills Central High School
5901 Hall Street, S.E.
Grand Rapids, MI 49506
Mr. Tom Walters

Franklin High School
31000 Joy Road
Livonia, MI 48150
Miss Diane Burk

Gaylord Vocational Center
615 South Elm Street
Gaylord, MI 49735
Mr. Richard Ryan
Point of Entry

Gladwin High School
401 North Bowery Street
Gladwin, MI 48624
Mr. Kevin Brott
The Nest

Golightly Vocational Technical Center
900 Dickerson
Detroit, MI 48215
Mr. Ric Morgan

Grand Haven High School
900 South Cutler Street
Grand Haven, MI 49417
Mr. Bruce Taurre
Mr. John Tripp

Greenville High School
111 North Hillcrest
Greenville, MI 48838
Mr. James A. Humble
Supplies R Us

Grosse Pte North High School
707 Vernier Road
Grosse Pte Woods, MI 48236
Mr. Russ Herschelman
Rainbow Bridge

Groves High School
20500 West 13 Mile Road
Birmingham, MI 48010
Mr. Arthur Carlson
Miday Connection

Gwinn High School
M-35
Gwinn, MI 49841
Mr. Bill Butler
The Warehouse

Harrison High School
29995 West 12 Mile Road
Farmington Hills MI 48018
Ms. Cynthia LaRose
Emporium

Hartland High School
9525 Highland Road
Hartland, MI 48029
Mr. Jerry Beebe
Eagles' Roost

Henry Ford II High School
11911 Clinton River
Utica, MI 48078
Mr. Louis Sitran
Ford Dealers

Holland High School
600 Van Raalte Avenue
Holland, MI 49423
Mr. Sidney Tremml
Red & White Shop

Holly High School
920 East Baird Street
Holly, MI 48442
Mr. Gary Tower
New Reflections

Holt High School
1784 Aurelius Road
Holt, MI 48842
J. S. Shimnoski
The Loft

Howell High School
1400 West Grand River
Howell, MI 48843
Mrs. Kay Martin
The Korner Store

Huron Skill Center
160 South Van Dyke
Bad Axe, MI 48413
Mr. Joe Keena
Contempo Noveltie

Jackson Career Center
6800 Browns Lake Road
Jackson, MI 49201
Mr. James McLaughlin
Career Corners

Jackson High School
544 Wildwood Avenue
Jackson, MI 49202
Mr. Hiram Lambert
The Viking Store

Jenison High School
2140 Bauer Street
Jenison, MI 49428
Mrs. Brenda Clark
Ms. Anne Cline
Cats Corner

John Glenn High School
36105 Marquette
Westland, MI 48185
Mr. Donald Immen
The Gantry

John Glenn High School
3201 East Keisel Road
Bay City, MI 48706
Mr. John A. Towlerton
Bobcat Bazaar Shop

Kent Skill Center
1655 East Beltline
Grand Rapids, MI 49505
Mr. John Gores

Lahser High School
3456 Lahser Road
Bloomfield Hills, MI 48013
Mr. Dale L. Cooke
Knights Castle

Laingsburg High School
351 East Grand River
Laingsburg, MI 48848
Mr. Doug Smith
Earnies

Lakeview High School
21100 11 Mile Road
St. Clair Shores, MI 48081
Mr. Ron Manzitti
Huskey Store

Lapeer Vocational Tech Center
690 Lake Pleasant Road
Attica, MI 48412
Mr. Thomas Benton
Vo-Tech Store

Lenawee Skill Center
2345 North Adrian Highway
Adrian, MI 49221
Mrs. Mary Ann Cooper
Mrs. Sharon Slick
Vo-Tech Variety

Lincoln Park High School
1701 Champaign
Lincoln Park, MI 48146
Ms. Diane M. Kennedy
Depot 215

Loy Norrix High School
606 East Kilgore Road
Kalamazoo, MI 49001
Mr. Andy Passomato
Knight Gallery

Ludington High School
508 North Washington Avenue
Ludington, MI 49431
Mr. Charles Peterson
Oriole Outback

Martin Luthur King High School
3200 East Lafayette
Detroit, MI 48207
Mr. Robert Bailey
Mr. Jules Goldman
Corner Store

Mecosta-Osceola Center
15830 190th Avenue
Big Rapids, MI 49307
Mr. Mark Krell
Rainbow Mall

Midland Dow High School
3901 North Saginaw Road
Midland, MI 48640
Mr. Charles Brummer
Mr. Richard Lebsack
Charge Shoppe

Midland High School
1301 Eastlawn
Midland, MI 48640
Mr. Thomas Keck
Mr. Terry Wilczek
Chemic Corner

Montcalm Vocational Center
1550 West Sidney Road
Sidney, MI 48885
Ms. Paula Fortino
Sell Block

Mount Clemens High School
155 Cass Avenue
Mount Clemens, MI 48043
Mr. Peter Bryck
The Clem Shop

Mount Pleasant High School
1155 South Elizabeth
Mount Pleasant, MI 48858
Mr. Bruce Lapointe
The Rig

Mumford High School
17525 Wyoming
Detroit, MI 48221
Mr. Harrison Duke

New Lothrop High School
9285 Easton Street
New Lothrop, MI 48460
Mr. John Rauser
Student Store

Newaygo Area Voc Center
4645 West 48th Street
Fremont, MI 49412
Ms. Nancy Schwartz

North Farmington High School
32900 West 13 Mile Road
Farmington Hills, MI 48018
Ms. Catherine Cunningham
Rialto

North West Oakland Voc Center
8211 Big Lake Road
Clarkston, MI 48016
Mr. Marvin Hess
The Boutique

Northville High School
775 North Center Street
Northville, MI 48167
Mr. Michael Burley
Hilltop Shoppe

Northwestern High School
2200 West Grand Blvd.
Detroit, MI 48208
Ms. Barbara Davis

Oak Park High School
13701 Oak Park Blvd.
Oak Park, MI 48237
Mr. David Lessel
Redskin Trading Post

Ontonagon High School
701 Parker Avenue
Ontonagon, MI 49953
Mr. Steve Dixon
Oasis

Oscoda High School
3550 River Road
Oscoda, MI 48750
Mr. John D. Hellenberg
DE Lab Store

Ottawa Hills High School
2055 Rosewood Avenue
South Grand Rapids, MI 49506
Mr. Douglas Wynkoop
Careerline Store

Oxford High School
1420 Lakeville Road
Oxford, MI 48051
Mr. Phillip Berthume
Cat's Corner

Perry High School
2775 Britten Road
Perry, MI 48872
Mr. Randy Goodman
DECA Distributor

Petoskey Vocational Center
1130 Howard Street
Petoskey, MI 49770
Mr. Larry Gunderson
The Pit Shop

Pinckney High School
2100 East M-36
Pinckney, MI 48169
Mrs. Connie Cook
Ms. Merrie Grzybek
Poop Deck

Plainwell High School
684 Starr Road
Plainwell, MI 49080
Mr. Bill Haas

Plymouth Salem High School
46181 Joy Road
Canton, MI 48187
Mr. Byron Richardson
Rock Shop

Randolf Vocational Center
17101 Hubbell
Detroit, MI 48235
Ms. Ann Agyemang
Ultimate Boutique

Randolf Vocational School
17101 Hubbell
Detroit, MI 48235
Ms. Arlene Green
Food Market

Redford Union High School
17711 Kinloch
Redford, MI 48240
Ms. Alyce Gauthier

Robichaud High School
3601 Janet Avenue
Dearborn Heights, MI 48125
Ms. Patsy Doty
Bulldog Boutique

Romulus High School
9650 South Wayne Road
Romulus, MI 48174
Mr. William Musham
R. H. Eagles

Roscommon High School
10600 Oakwood
Roscommon, MI 48653
Mr. Robert Kiesling
The Store

Roseville High School
16350 Martin Road
Roseville, MI 48066
Mr. Cesaro Roy
Hole in the Wall

Saline High School
7190 Maple Road
Saline, MI 48176
Mr. Dave Phillips
This-N-that (TNT)

Sanilac Career Center
175 East Aitken Road
Peck, MI 48466
Ms. Lu Ann Nepper
Stop Shoppe

Sault Skill Center
Marquette Avenue
Sault Ste. Marie, MI 49783
Mr. Thomas Brunet
620 Shop

Roseville High School
16250 Martin Road
Roseville, MI 48066
Mr. John Moffitt
Hole in the Wall

South Lake High School
21900 Nine Mile Road
St. Clair Shores, MI 48080
Mr. John L. Champine
Cavalier Connection

Southfield High School
24675 Lahser Road
Southfield, MI 48034
Mr. George Brackx
Turnin Point

Southgate Anderson High School
15476 Leroy Street
Southgate, MI 48195
Mr. Thomas Lafferty
Hideaway

Southwestern High School
6921 West Fort Street
Detroit, MI 48209
Mr. Tim Michalak
DECA Student Store

St. Clair Co. Skills Center
499 Range Road Box 50
Port Huron, MI 48061-5001
Mr. Dave Kennedy
Emporium

Sterling Heights High School
12091 15 Mile Road
Sterling Heights, MI 48077
Mr. Daniel Dehring
Sterling Hghts. School Store

Taylor Center High School
27415 Wick Road
Taylor, MI 48180
Mr. James Tarcha
Mr. John Weborg

Three Rivers High School
207 East Michigan Avenue
Three Rivers, KMI 49093
Mr. Scott Van Epps
Wild Cat Hut

Tower High School
27900 Bunert
Warren, MI 48093
Mr. Robert Beguelin
Campus Corner

Traverse Bay Voc. Center
2325 North Garfield Road
Traverse City, MI 49684
Mrs. Kerry Price
Stepping Stone

Tuscola Skill Center
1385 Cleaver Road
Caro, MI 48723
Ms. Sheryl Diegel
TASC Store

Utica High School
47255 Shelby Road
Utica, MI 48087
Mr. Ronald Lowe
Ms. Leslie Lundquist

Van Buren Skills Center
250 South Street
Lawrence, MI 49064
Ms. Liz Holland
Mr. Tim Todd
A Touch of Class

Vicksburg High School
501 East Highway
Vicksburg, MI 49097
Mr. Kim Lathwell
Munchie Station

Walled Lake Western High
600 Beck Road
Walled Lake, MI 48088
Mr. James Bottke
The Spare Change

Warren High School
5460 Arden
Warren, MI 48092
Mr. Dominic LaRosa
Warren Depot

Waterford Mott High School
1151 Scott Lake Road
Pontiac, MI 48054
Gerald M. Pachla
Rainbow Shoppe

Wayne Memorial High School
3001 Fourth Street
Wayne, MI 48184
Mr. Tim Cornick
Zebra Hut

Wexford-Missaukee Voc. Center
9905 East 36 Mile Road
Cadillac, MI 49601
Mr. Douglas Mellema
Mush Room

Wyandotte Roosevelt High School
540 Eureka
Wyandotte, MI 48192
Mrs. Luanne Clark
Mr. Gary Garden
Trading Post

Student Achievement Record

The Student Achievement Record included with this handbook represents the General Merchandise Retailing occupational area at the Marketing Specialist Employment level.

The Marketing Specialist level of employment involves frequent use of decision-making and leadership skills. Jobs at this level require mastery of marketing skills across functions or extensive technical knowledge/skill in one function. Individuals at the marketing specialist level of employment need to have a thorough understanding of the marketing concept and its functions.

The Student Achievement Record incorporates all the core competencies found in the Marketing Education Curriculum Guide (1987 edition) and identified higher level competencies found at the Marketing Specialist level. The higher level competencies were included, since the nature of school store operations provides students with additional experiences beyond the core curriculum as presented in the Marketing Education Curriculum Guide.

One of the important features of this achievement record is that it does not require a grade, but rather a level of achievement. This has been done so that a person's skill in task performance can be communicated separate from grades which include the skill but many other factors as well. For example, a person may score well on tests but perform much lower on psychomotor skills or vice versa. That fact can be communicated to employers or other training program.

The levels of achievement are derived from the work of a number of vocational education researchers that was modified and used by selected teachers in Articulation Consortia throughout Michigan. The levels of achievement are the following:

1 - student has been exposed to task

Students achieving at this level would be aware of the existence of the task but would not have any demonstrated competence in the task.

2 - task accomplished with assistance

Students achieving at this level are able to perform the task with assistance. Assistance can be in the form of the time required to perform the task, a resource needed to perform the task, or a person's help in performing the task.

3 - task accomplished to criteria by student on his/her own

Students achieving at this level are able to perform the task to a criterion that represents an industry standard whenever they are required to do so.

4 - ability to teach or demonstrate the task to others

Students achieving at this level are able to perform the task well enough to teach others how to perform the task or demonstrate to others the performance of the task.

HOW TO USE THE ACHIEVEMENT RECORD

The Student Achievement Record is designed to be used for each individual student. This may be done in the following or other situations depending on each teacher's needs:

1. The Student Achievement Record may be completed for each individual student to record his/her skill performance for the course.

2. It may be used by the student to keep a record of his/her individual performance.

3. It may be completed by a teacher at the request of a student for the purpose of communicating skills to an employer or another school.

The Student Achievement Record requires each teacher to evaluate a student's performance and indicate in the appropriate place the level of performance achieved. This evaluation can be either subjective or objective:

1. subjective, requiring the teacher to recall student performance over a period of time, for example, a grading period, semester, etc., and indicate the appropriate level. The teacher, in this instance, may choose to refer to the Achievement Indicators and Criteria for each task for assistance.

2. objective, with the teacher observing the student and checking the performance of each Achievement Indicator prior to the final decision on the appropriate level.

NOTE: In either case, this evaluation of student achievement means that on the date indicated, the student performed at the level indicated. It does not mean that the student will be able to perform the task for ever and ever.

It must also be remembered that all the tasks in the handbook are on the Student Achievement Record. This does not mean that each teacher will teach each task, or that each student will be exposed to the task. When completing the record, a student should be certified only in those tasks performed for the evaluation.

STUDENT ACHIEVEMENT RECORD

Marketing Specialist Level
General Merchandise Retailing

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
A. Using Selling Skills		
1. Address needs of individual personalities		
2. Use buying motives as basis of sales presentation		
3. Facilitate customer buying decisions		
4. Open the sales presentation		
5. Question/Probe for information		
6. Suggest product substitutions		
7. Demonstrate product		
8. Use feature/benefit selling		
9. Handle customer/client objections		
10. Close the sale		

11. Use suggestion selling		
12. Sell product/service		
13. Maintain/Use customer/prospect list		
14. Obtain product information from sources on/with the item		
15. Use company promotional material for selling information		
16. Obtain product information from appropriate individuals (management)		
17. Arrange alterations		
18. Arrange delivery of purchases		
19. Wrap/Package products		
20. Process special orders		
21. Sell gift certificates		
22. Process telephone orders		
23. Maintain sales journal		
B. Performing Buying Activities		
1. Determine what to buy		
2. Determine quantities to buy		
3. Determine when to buy		
4. Choose vendors/resources		
5. Prepare buying plan		
6. Plan buying trip		
7. Analyze/Select appropriate products		
8. Calculate merchandising-related discounts		
9. Determine final cost of product to company		
10. Order merchandise		

11.	Schedule regular product deliveries		
12.	Plan stock		
13.	Plan reductions		
14.	Plan purchases		
C.	Performing Promotion Activities		
1.	Calculate media costs		
2.	Select promotional media		
3.	Develop advertising headlines		
4.	Prepare (print) advertising copy		
5.	Select advertising illustrations		
6.	Develop advertising layouts		
7.	Select type style for print advertisements		
8.	Check advertising proofs		
9.	Develop color scheme		
10.	Construct display backgrounds		
11.	Select and use display fixtures		
12.	Letter display signs		
13.	Design display signs		
14.	Design preliminary display sets		
15.	Design special-purpose displays		
16.	Prepare merchandise for display		
17.	Arrange display products		
18.	Dress and assemble mannequins		
19.	Adjust/Install display lighting		
20.	Maintain display workshop area		
21.	Assemble displays		

22. Maintain displays		
23. Care for live plants		
24. Dismantle displays		
25. Promote through publicity/public relations		
26. Write (publicity) news release		
27. Decorate business/department		
28. Select merchandise for promotion		
29. Use past advertisements for promotional planning		
30. Coordinate promotional activities		
31. Plan/Schedule displays/themes with management		
32. Coordinate promotional and selling activities		
D. Performing Operations Activities		
1. Handle company equipment properly		
2. Operate calculator		
3. Complete housekeeping responsibilities		
4. Determine processing priorities		
5. Check incoming stock		
6. Reconcile shipping/receiving discrepancies		
7. Process returned/damaged product		
8. Process returns to vendors		
9. Price mark stock (stamps, tags, tickets, etc.)		
10. Make price changes		

11. Select appropriate storage equipment		
12. Route stock to selling floor		
13. Transfer stock (to/from Depts., etc.)		
14. Route freight		
15. Maintain stock levels		
16. Complete stock counts		
17. Calculate inventory shrinkage		
18. Maintain unit inventory control systems		
E. Store Security Skills		
1. Use safety precautions		
2. Handle shoplifters		
3. Keep information confidential		
F. Using Management Skills		
1. Use proper grammar and vocabulary		
2. Address people properly		
3. Use telephone in businesslike manner		
4. Write business letters		
5. Prepare simple written reports		
6. Listen to and follow directions		
7. Orient new employees		
8. Handle customer inquiries		
9. Direct customer/client to other locations		
10. Handle difficult customers		
11. Interpret business policies to customers/clients		

12. Handle customer/client complaints		
G. Performing Accounting Activities		
1. Solve first-degree algebraic equations		
2. Prepare cash drawers/banks		
3. Correct register/terminal errors		
4. Close out register/terminal		
5. Complete charge sale transactions		
6. Accept customer/client checks		
7. Verify identification		
8. Process returns, refunds, and exchanges		
9. Process layaway/COD sales		
10. Calculate net sales		
11. Facilitate credit applications		
12. Facilitate business credit applications		
13. Interpret/Explain credit policies		
14. Calculate break-even points		

VENDOR DIRECTORY

Vendors on the following pages have been identified as potential sources of school store merchandise. No endorsement is implied by their inclusion in this directory.

This vendor directory is scheduled for annual update by the Michigan's Marketing and Distributive Education Teachers Association (MaDET). These updates may be obtained through the MaDET president.

Bags (Sports)

Athletic Bag Company
2020 Industrial Circle
Salt Lake City, UT 84104
(801) 972-4866

Bags (Sports)

Caribu Bag Company
P.O. Box 3696
Chico, CA 95927
(800) 824-4153

Balloons

Pacific Balloon
2454 Mariondale Avenue
Los Angelus, CA 90032
(800) 424-9039

Boxes & Plastic Bags

Pak-Sak Industries, Inc.
122 South Aspen Street
Sparta, MI 49345
(616) 887-8837

Boxes, Bags, Decorations

Thayer Inv.
225 Fifth Street
Benton Harbor, MI 49022

Boxes, Bags, Giftwrap

C. W. Mills Paper Co.
1035 Godfrey Avenue S.W.
Grand Rapids, MI 49503

Boxes, Bags, Giftwrap

Howard Decorative Packaging Inc.
3462 West Toughy
Chicago, IL 60645
(800) 323 1609

Candles (& Soaps)
Mr. Alvin Lenard
Carolina Soaps and Candle Co.
P.O. Box 2928
Oshkosh, WI 54903
(414) 231-9620

Candles (Handcrafted)
Mr. William Stewart
Bullfrog Light Company
05965 Loeb Road
Charlevoix, MI 49720
(616) 547-4407

Candy
Mr. Howard Quick
Quick's Candy
204 Post Road
Buchanan, MI 49107
(616) 695-0400

Candy

Beckly Candy
7500 Old Oak Blvd.
Cleveland, OH 44130

Candy

Yorkcraft Inc.
550 South Pine Street Box 2386
York, PA 17405
(715) 845-3666

Candy

Pace Associates The House of Reps.
52010 VanDyke
Utica, MI 48087
(313) 731-5420

Candy

Lemberger Candy Corporation
Box 1226
Hackenshack, NJ 07601
(201) 487-7222

Candy

Hobbs And Dobbs Gourmet Candy
256 South Robertson Blvd.
Beverly Hills, CA 90211
(800) 482-8836

Candy
Mr. David Fortney
Fort's Candies
452 East 48th Street
Holland, MI 49423
(616) 392-7821

Candy
Ms. Leona Ciriello
Cadbury U.S.A.
High Ridge Park
Stamford, CT 06905
(203) 968-5600

Candy
Mr. William D'Arcy
M & M/Mars
High Street
Hackettstown, NJ 07840
(800) 222-0209

Candy
Mr. George Bressler
Nestle-Beich
30938 Industrial Road
Livonia, MI 48150
(313) 421-1930

Candy

World's Finest Chocolate Inc.
2521 West 48th Street
Chicago, IL 60632

Candy (& Slush Puppies)
Mr. Frank Brickman
Fontana Brothers
3245 Hubbard
Detroit, MI 48210
(313) 897-4000

Candy (Sandries)

Jiroch
1830 West Sherman Blvd.
Muskegon, MI 49441

Candy (Stick)
Mr. Kenneth Sainz
Fund Raising Unlimited
2703 Renfrew Way
Lansing, MI 48911
(517) 882-2050

Candy (Sundries)
Mr. Riggs
Riggs Wholesale Company
35622 Michigan Avenue
Wayne, MI 48184
(313) 721-7020

Candy (Sundries)

Capital Wholesale

Lansing, MI 48912
(517) 485-7208

Computer Supplies

Lyben Computer Systems, Inc.
1050 East Maple
Troy, MI 48083
(313) 589-3440

DECA Supplies

DECA Supply Service
11722 Parklawn Drive
Rockville, MD 20852
(301) 770-4041

DECA Teaching Materials
Mr. Ellis Susler
DECA Related Materials Service
1908 Association Drive
Reston, VA 22091
(703) 860-5000

Educational (Computer Information)

National Appleworks Users Group
Box 87453
Canton, MI 48187
(313) 397-1594

Educational (Software Hotline)
SoftwareHotline
South-Western Publishing
5101 Madison Road
Cincinnati, OH 45227
(800) 543-0453

Educational (Teaching Materials)
Stu Lehman
Hoyle Products
345 Plato Blvd. East
St. Paul, MN 55107
(612) 293-7521

Educational (Teaching Materials)
Mr. Jim Gleason
MarkEd Resource Center
1375 King Avenue P.O. Box 12226
Columbus, OH 43212-6708
(614) 486-6708

Educational (Text Books)
Mrs. Ginny Bruder
Gregg/McGraw-Hill
711 Savage Road
Belleville, MI 48111
(313) 697-3647

Educational (Text Books)
Ms. Susie Visser
South-Western Publishing Co.
5101 Madison Road
Cincinnati,, OH 45227
(800) 543-1985

Educational (Text Books)

Texas Instructional Materials
P.O. Box 7218
Austin, TX 78712

Educational (Text Books)
Pat Stacey
Gregg/McGraw-Hill
13955 Manchester Road
Manchester, MO 63011
(314) 256-2300

Educational (Text Books)
Ms. Debbie Popo
Ohio Materials Labatory
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Educational (Text books)
Ms. Karen Hosey
South-Western Publishing
5101 Madison Road
Cincinnati, OH 45227
(513) 271-8111

Equipment (Cash Register)
Mr. Richard Piwko
All American Cash Register
1365 South Inkster Road
Inkster, MI 48141
(313) 561-4141

Equipment (Cash Registers)
Mr. Al Brkovich
Great Lakes Cash Register
20900 West Eight Mile Road
Southfield, MI 48075
(313) 356-4100

Equipment (Computer)

Apple Computer Company
P.O. Box 1143
Cupertino, CA 95014

Equipment (Electronics)

Adray Appliance
20219 Carlysle
Dearborn, MI 48124
(313) 274-9500

Equipment (Mannequin sales & repair)
Mr. Mario Messana
Mario's Mannequins
1442 Brush Street
Detroit, MI 48226
(313) 961-5810

Equipment (Pricing Guns)

Monarch Marketing
P.O. Box 1403
Dayton, OH 45401
(800) 543-6650

Equipment (Registers, Copiers, Caculator
Ms. Ruth McMann
Whole Sale/Premium Division
1583 Alum Creek Drive P.O. Box 09676
Columbus, OH 43209
(800) 848-3090

Equipment (Sign Machine)
Mr. Ken Hurl
Morgan Sign Company
937 West North Avenue
Chicago, IL 60622

Equipment (Store fixtures)
Mr. J. Price
Modern Store Ficture Company
194 W. Georgia Ave. Box 271
Sebring, OH 44672
(216) 938-6197

Equipment (Store fixtures)
Mr. David Stukhouse
Millrock
P.O. Box 974
Sanford, ME 04073
(800) 645-7625

Equipment (Store fixtures)
Mr. Lee Frank
Display Creations, Inc.
1332 Broadway
Detroit, MI 48226
(313) 962-9588

Equipment (Store fixtures)
Mr. Marvin Siegel
Detroit Store Fixtures
7545 West Eight Mile Road
Detroit, MI 48221
(313) 341-3255

Equipment (Store)
Mr. Larry Sills
Art Products Company
507 East Ten Mile Road
Madison Hgts., MI 48071
(313) 399-0420

Find Raising (Coupon Books)
Mr. Wayne Weintraub
Entertainment Publications
1400 North Woodward Suite 50
Birmingham, MI 48011-1075
(313) 642-2677

Flowers

Centry Florist Supply
6200 2nd Avenue
Detroit, MI 48202
(313) 872-0300

Flowers, real & silk, fruits and vege's
Mr. Hal Horlings
Sysco Frost-Pack Food Services, Inc.
3700 Sysco Court S.E. P.O. Box 8769
Grand Rapids, MI 49508
(800) 632-1120

Food (Cookies & Cakes)
Ms. Maureen Baker
Benson's: America's Fund Raiser
P.O. Box 1948
Athens, GA 30613
(800) 241-7080

Food (Cookies)

Otis Spunkmeyer Cookies
14390 Catalina Street
San Leandro, CA 94577
(415) 357-9836

Food (Cookies)
Mr. Greg Wheelock
Topnotch Cookies
10900 Beech Daly
Taylor, MI 48180
(313) 291-0630

Food (Fruits and Vegetables)
Ms. Mary Zeerip
Heritage Farms
14706 Maple Island Road
Fremont, MI 49412
(616) 854-8846

Food (Pizza)

Club's Choice
2645 Harlem Street
Eau Claire, WI 54702
(800) 346-5599

Food (Snack and School Supplies)
Mr. Peter Thompson
Jero Sales
677 Ferne Blvd.
Drexel Hill, PA 19026
(215) 259-7677

Food (Snack)
Mr. Ken Orlando
Knott And Mckinley Associates, Ltd.
12844 Farmington Road
Livonia, MI 48150
(313) 522-5020

Food (Snack)

Jay's Potato Chips
25300 Northline Road
Taylor, MI 48180

Food (Snack)

Toms Neway Snacks
7019 Southwood Drive
Jenison, MI 49428

Food (Soft Drinks)

Pepsi
1931 East Sherman
Muskegon, MI 49442

Food (Soft Drinks)
Mr. Irvin Rutz
Vita Pup/Slush Puppie
1950 Radcliff Drive
Cincinnati, OH 45204
(513) 244-2400

Food (Sundry Items)
Mr. Terence Blatz
Wholesale House (The)
10450 West Warren
Dearborn, MI 48126
(313) 846-6209

Fragrances (Alternative Designer)
Mr. Ronald Stallings
Procare Industries Ltd.
7257 South Revere Parkway
Englewood, CO 80112
(303) 799-3535

Fund Raising (Cleaner)
Mr. Steven Hahn
Fundtech of America
9545 Midwest Avenue, Suite #D
Garfield Height, OH 44125
(800) 858-6605

Fund Raising (Compatability Matching)
Mr. Richard Capper
Data Match
5120 Old Clairton Road
Pittsburgh, PA 15236
(800) 545-1110

Fund Raising (Magazine)
Mr. Bernie Brussow
QSP
4838 Tartan Lane
Holt, MI 48842
(517) 694-3113

Fund Raising (Personalized Items)
Ms. Janice Tannenbaum
Mirrors R Us
50 Tuthill Avenue
Ellenville, NY 12428
(914) 647-5436

Fund Raising Company
Mr. Jon Kaufmann
Jon Kaufmann, Inc.
10675 Battle Creek Highway
Bellevue, MI 49021
(616) 763-3364

Gifts

Princeton Industries
PIC Indistrial Park
Prinston, ID 47670

Gifts

Freelance
2405 Maryland Road
Willow Grove, PA 19090
(215) 659-7007

Gifts
Mr. Matt Budiselick
Bright Ideas Fund Raising
P.O. Box 21464
Seattle, WA 98111
(206) 784-7240

Gifts
Mr. Randy Bailey
Toyal Plans Inc.
P.O. Box 3228
Greenville, NC 27834
(919) 756-9100

Gifts
Mr. Doug Shultz
McKrell Associates
133 West Main Street
Northville, MI 48167
(313) 349-6290

Gifts
Mr. Bob Farsakian
Rock of Ages
31308 Ford Road
Garden City, MI 48135
(313) 522-4590

Gifts
Kris Proctor
Russ Berrie Company
6929 American Parkway
Reynoldsburg, OH 43068
(800) 631-5300

Gifts (Badges)

A-Day Badge Company
12910 Woodward
Detroit, MI 48203
(313) 868-6378

Gifts (Basketballs hoops)
Mrs. Sue Cope
Sue Cope Enterprises
315 Beyerlein
Frankenmuth, MI 48734
(517) 652-2990

Gifts (Calanders)
Ms. D. Elaine Thomas
Community Birthday Calendar
44609 North Hills Dr. 9-D
Northville, MI 48167
(313) 348-1999

Gifts (Concert novelties)
Mr. Ed Berger
Fund Raising by Priced Right LTD
Box 131
Suffern, NY 10901
(800) 255-3177

Gifts (Customer Board Games)
Mr. Bruce Abramson
Pride Distributors
33060 Northwestern Highway Suite 204
West Bloomfield, MI 48322
(800) 737-0580

Gifts (Expressions)
Ms. Lydia Tropp
Russ Berrie Company
6929 American Parkway
Reynoldsburg, OH 43068
(800) 631-5300

Gifts (Glassware, plastic products, caps
Mr. Earl Laich
Laich Associates
36682 Angeline Circle
Livonia, MI 48150
(313) 422-4861

Gifts (Imprinted Merchandise)
Mr. Edward Maloney
E & M Sales Company
1879 Old Cuthbert Road
Cherry Hill, NJ 08034
(609) 428-5562

Gifts (Mirrors magnetic, unbreakable)
Mr. Dale Wells
Magna Mirror
49636 VanDyke
Utica, MI 48087
(313) 731-8000

Gifts (Musical mugs)

Otaguri
P.O. Box 2565
San Francisco, CA 94080

Gifts (Novelties)

Enesco
2201 Arthur Avenue
Elk Grove Villg, IL 60007

Gifts (Novities)
Mr. Carl Perrin
Perrin Souvenir Distributing
Northville Square
Northville, MI 48167
(313) 348-8260

Gifts (Novities)
Ms. Rhoda Isner
Rhoda Isner Company
2909 Bamlet
Royal Oak, MI 48073
(313) 549-5238

Gifts (Pewter and Pewtarex)
Ms. Jamie Watson
Old Country Reproductions, Inc.
P.O. Box 2617 722 West Market Street
York, PA 17405
(800) 358-3997

Gifts (Shirts, Mugs, Buttons Hats etc.)
Ms. Lois Ross
Your Hats Desire Inc.
P.O. Box 434
Manlius, NY 13104
315 682-7760

Gifts (Showroom)

Michigan Assn of Gift Salesman (M.A.G.S.
133 West Main Street
Northville, MI 48167
(313) 348-7890

Gifts (Stationary)

Design Center
3202 Queens Blvd.
Long Island, NY 11101
(212) 361-0012

Gifts (and Subscriptions)
Mr. Franklin Miller
Millerton Communications
400 East 50th Street #64
New York, NY 10022
(212) 832-2466

Greeting Cards

Carolyn Been Publishing, LTD.
120 Second Street
San Francisco, CA 94105
(800) 424-4422

Greeting Cards

Grand Greetings

Byron Center, MI 405
(616) 878-3338

Greeting Cards

Pleasant Thoughts

Cincinatti, OH
(513) 841-6833

Greeting Cards (Cathy, Sniglets, Farside

Oz - The Gift & Stationary Group of Andre
ws, McNeel & Parker 4900 Main Street
Kansas City, MO 64112
(800) 826-4216

Greeting Cards (Schutz Collection)
Ms. June Polis
Blue Mountain Arts, Inc.
P.O. Box 4549
Boulder, CO 80306
(800) 525-0642

Greeting Cards, Posters and Prints
Jean Botsch
Leanin' Tree Publishing Co.
Box 9500
Boulder, CO 80301
(800) 525-0846

Greeting Cards, Stationary, Notepads
Ms. Linda Harkness
Recycled Paper Products Inc.
3636 North Broadway
Chicago, IL 60613
(800) 621-1126

Health and Safety Products
Mr. Robert Spalding
EPSI
P.O. Box 18303
Memphis, TN 38181
(901) 396-3774

Jewelry
Mr. Chris Edmonds
R.F. Cline Marketing
209 W. Broadway Box 390
Mt. Pleasant, MI 48858
(517) 773-7767

Jewelry

Sam Lewis Company
1146 East Big Beaver Road
Troy, MI 48083
(313) 689-6532

Jewelry

Keystone Distributing
133 W. Main St. Suite B-195 Box 737
Northville, MI 48167
(800) 828-0755

Jewelry

Bale Pin Company
222 Public Street
Providence, RI 02940
(401) 331-1666

Jewelry, Announcements
Mr. Dave Shorkey
Balfour
27031 Southfield Road
Lathrup Village, MI 48076
(313) 569-6410

Merchandise Kits
Ms. Elaine Gavoli
Tom-Wat Inc.
333 State Street
Bridgeport, CT 06604
(800) 243-9250

Records & Tapes

Angott Records & Tapes
2616 Puritan
Detroit, MI 48238
(313) 341-7053

Security Systems
Mr. Edward Davis
Camtronics Communication Co.
18655 W. 8 Mile Road
Detroit, MI 48219
(313) 538-1780

Sportsware (Imprinted)
Mr. Ken De Perro
MVP Products
11380 Ember Road
Davisberg, MI 48019
(313) 625-0474

Sportswear (Imprinted & Gym Bags)
Mr. Jacob Bailey
Sportswear L.T.D.
14777 West 7 Mile Road
Detroit, MI 48235
(313) 272-0650

Sportswear (Imprinted & hats)
Mr. Ray Figg
Saginaw Knitting Mills, INC.
10300 Thor Drive
Freeland, MI 48623
(517) 695-2481

Sportswear (Imprinted)
Mr. Jim Genow

1045 Santa Cruz S.E.
Grand Rapids, MI 49506
(616) 452-3329

Sportswear (Imprinted)

Champion Products
P.O. Box 87
Perry, NY 14530
(716) 277-6111

Sportswear (Imprinted)
Mr. Jim Burgess
Burgess Advertising
3552 Hartland Rd. P.O. Box 395
Hartland, MI 48029
(313) 632-7300

Sportswear (Imprinted)

College House (The)
601 Cantaigue Road
Westbury, NY 11590
(800) 645-7600

Sportswear (Imprinted)
Mr. Dave Zeluff
College House (The)
26160 West 12 Mile Road Apt #A42
Southfield, MI 48034
(313) 346-5357

Sportswear (Imprinted)
Mr. Michael Smith
Extra Points Sportsware
1131 S. W. Hanford
Seattle, WA 98134
(206) 464-1513

Sportswear (Imprinted)
Mr. Michael Fields
Champion Products
6179 Ledwin Drive
Troy, MI 48098
(313) 879-2487

Sportswear (Imprinted)
Ms. Katie Doyle
Action Sports
15383 Inster Road
Livonia, MI 48154
(313) 261-1711

Sportswear (Imprinted)

Artex
7600 Weed Road
Overland Park, KN 66204

Sportswear (Imprinted)

Camphoree Mfg. Inc.
7326 Allen Road
Allen Park, MI 48101
(313) 386-1609

Sportswear (Imprinted)

Collegiate Pacific
Box 210
Roanoke, VA 24002
(515) 232-5532

Sportswear (Imprinted)
Mr. Rick Waldchen
Image Projections
1024 Silver Lake Road
Fenton, MI 48430
(313) 629-0770

Sportswear (Imprinted)
Mr. Terrance Spooner
R. T. Wilson
1306 18th Street
Cloquet, MN 55720
800-346-0748

Sportswear (Imprinted)

Vela Sheen
3860 Virginia Avenue
Cincinnati, OH 45227
(513) 272-3600

Sportswear (Imprinted)
Mr. Fred McCormick
Velva Sheen

Sportswear (Imprinted)
Mr. Jim Wauldron
Wauldron Corporation
41911 Ford Road
Canton, MI 48187
(313) 981-1131

Sportswear (Imprinted)

Gear for Sports
16002 West 110th Street
Lenexa, KA 66219
(800)423-5044

Sportswear (Imprinted, socks & scarves)

Brandford Textiles
106 South Burshire
Crosbyton, TX 79322
(806) 675-2665

Sportswear (Imprinted,jogging & jackets)

MVP Products
125 Candlewood Road
Bayshore, NY 11706

Sportswear (Non-imprinted)

Broder Brothers
21930 Wyoming
Oak Park, MI 48237
(313) 541-9950

Sportswear (Non-imprinted)

National Dry Goods
1200 Trumbull
Detroit, MI 48216
(313) 961-3656

Stuffed Animals
Mr. Al Duff
Animal Express Inc.
P.O. Box 1823
Pontiac, MI 48056-1823
(313) 681-7690

Stuffed Animals

CALTOY Inc.
611 South Anderson
Los Angeles, CA 90023
(800) 752-9869

Stuffed Animals

Dakin Inc.
P.O. Box 7746
San Francisco, CA 94120

Stuffed Animals
Ms. Kathy Allen
Dakin Inc.
11049 Hibner Road
Hartland, MI 48029
(313) 632-6290

Stuffed Animals
Ms. Crystal Decker
Dakin Inc.
3890 Roxbury Avenue
Okemos, MI 48864
(517) 349-3859

Stuffed Animals
Mr. Pat McDevitt
Dakin Inc.
28915 E. King William
Farmington Hill, MI 48018
(313) 553-0218

Stuffed Animals
Ms. Debbie Misch
Dakin Inc.
43415 Hartwick
Sterling Hgts., MI 48078
(313) 739-5641

Stuffed Animals
Mr. Fred Russo
Dakin Inc.
2153-202 Sandy Shore
Kentwood, MI 49508
(616) 455-3651

Stuffed Animals
Ms. Gail Sarrault
Russ Berrie Company
6929 American Parkway
Reynoldsburg, OH 43068
(800) 631-5300

Stuffed Animals

North American Bear Company
401 North Wabush, Suite 500
Chicago, IL 60611
(312) 329-0020

Stuffed Animals (& Gifts)
Ms. Prudy Adam
Russ Berrie Company
11415 Orchard View
Fenton, MI 48430
(313) 629-3982

Stuffed Animals (& Gifts)
Mr. Lynn Hunt
Applause
6106 Variel Avenue
Woodland Hills, CA 91367
(800) 624-4800

Stuffed Animials
Mr. Chuck Forwerck
Dakin Inc.
2802 Holiday Pines
Traverse City, MI 49684
(616) 938-1010

Stuffed Animials (& Gifts)
Ms. Donna Donovan
Russ Berrie Company
111 Bauer Drive
Oakland, NJ 07436
(800) 272-7877

Stuffed Animials (Pom Pom Figures)

ABRAJAC Corp.
150 Main Street
Hempstead, NY 11550
(516) 481-2922

Supplies (Book Covers)
Mr. Fritz Caspersen
Alsen Inc.
622 East Cossitt P.O. Box 2161
La Grange, IL 60525
(312) 835-2722

Supplies (Classroom)

D.E. Supplier
1645 Downs Drive
West Chicago, IL 60185

Supplies (Computer)

Audio Visual Supply
12150 Hubbard
Livonia, MI 48150
(313) 261-6680

Supplies (School)
Mr. James McManus Jr.
Newton Mfg. Co.
7337 Starbrook
Portage, MI 49081
(616) 323-2037

Supplies (School)

Chaffee
P.O. Box 33797
Detroit, MI 48232-5797
(313) 287-4800

Supplies (School)

R & W Pencil Supply
5201 West Indian Trail
Laporte, IN 46350
(219) 872-2464

VENDOR DIRECTORY

Marketing Education

Marketing and Distributive Education Teachers

Michigan Association

Marketing and Distributive Education Teachers

Michigan Association

VENDOR DIRECTORY

Vendors listed in this directory have been identified as potential sources for school store merchandise. No endorsement is implied by their inclusion in this directory.

This vendor directory is scheduled for annual update by the Michigan's Marketing and Distributive Education Teachers Association (MaDET). If you know of any corrections that need to be made or vendors to be included, send them to Dave Wait at the below address. A new directory, including updates, will be distributed annually at the MaDET conference.

The directory is divided into two sections. The first section is listed alphabetically according to the company name. The listing contains the company contact, when available, address, phone number and product line(s). The second section is indexed according to product line. This section only contains the company name, that may be looked up in the first section.

Send corrections and updates to:
Dave Wait
Michigan DECA
204-B Sill Hall
Eastern Michigan University
Ypsilanti, Michigan 48197

Mr. Jim Genow

1045 Santa Cruz S.E.
Grand Rapids, MI 49506
(616) 452-3329
Sportswear (Imprinted)

A-Day Badge Company
12910 Woodward
Detroit, MI 48203
(313) 868-6378
Gifts (Badges)

ABRAJAC Corp.
150 Main Street
Hempstead, NY 11550
(516) 481-2922
Stuffed Animials (Pom Pom Figures)

Ms. Katie Doyle
Action Sports
15383 Inster Road
Livonia, MI 48154
(313) 261-1711
Sportswear (Imprinted)

Adray Appliance
20219 Carlysle
Dearborn, MI 48124
(313) 274-9500
Equipment (Electronics)

Mr. Richard Piwko
All American Cash Register
1365 South Inkster Road
Inkster, MI 48141
(313) 561-4141
Equipment (Cash Register)

Mr. Fritz Caspersen
Alsen Inc.
622 East Cossitt P.O. Box 2161
La Grange, IL 60525
(312) 835-2722
Supplies (Book Covers)

Mr. Bruce Ericson
American Passage/Gaps
500 Third Ave. West
Seattle, WA 98119
(206)282-8111
SAT Course Tapes

Angott Records & Tapes
2616 Puritan
Detroit, MI 48238
(313) 341-7053
Records & Tapes

Mr. Al Duff
Animal Express Inc.
P.O. Box 1823
Pontiac, MI 48056-1823
(313) 681-7690
Stuffed Animals

Mr. Lynn Hunt
Applause
6106 Variel Avenue
Woodland Hills, CA 91367
(800) 624-4800
Stuffed Animals (& Gifts)

Apple Computer Company
P.O. Box 1143
Cupertino, CA 95014

Equipment (Computer)

Mr. Larry Sills
Art Products Company
507 East Ten Mile Road
Madison Hgts., MI 48071
(313) 399-0420
Equipment (Store)

Athletic Bag Company
2020 Industrial Circle
Salt Lake City, UT 84104
(801) 972-4866
Bags (Sports)

Mr. O. Feltner Jr.
Atkinson Sales Company
1393 Roundtable
Dallas, TX 75247
(214) 630-6191
Boxes, Bags, Giftwrap

Audio Visual Supply
12150 Hubbard
Livonia, MI 48150
(313) 261-6680
Supplies (Computer)

Mr. Larry VanNess
Baker Junior College
1110 Eldon Baker Drive
Flint, MI 48507
(313) 744-4040
Post Secondary School

Bale Pin Company
222 Public Street
Providence, RI 02940
(401) 331-1666
Jewelry

Mr. Dave Shorkey
Balfour
27031 Southfield Road
Lathrup Village, MI 48076
(313) 569-6410
Jewelry, Announcements

Ms. Maureen Baker
Benson's: America's Fund Raiser
P.O. Box 1948
Athens, GA 30613
(800) 241-7080
Food (Cookies & Cakes)

Ms. June Polis
Blue Mountain Arts, Inc.
P.O. Box 4549
Boulder, CO 80306
(800) 525-0642
Greeting Cards (Schutz Collection)

Brandford Textiles
106 South Burshire
Crosbyton, TX 79322
(806) 675-2665
Sportswear (Imprinted, socks & scarves)

Mr. Matt Budiselick
Bright Ideas Fund Raising
P.O. Box 21464
Seattle, WA 98111
(206) 784-7240
Gifts

Broder Brothers
21930 Wyoming
Oak Park, MI 48237
(313) 541-9950
Sportswear (Non-imprinted)

Mr. William Stewart
Bullfrog Light Company
05965 Loeb Road
Charlevoix, MI 49720
(616) 547-4407
Candles (Handcrafted)

Mr. Jim Burgess
Burgess Advertising
3552 Hartland Rd. P.O. Box 395
Hartland, MI 48029
(313) 632-7300
Sportswear (Imprinted)

C. W. Mills Paper Co.
1035 Godfrey Avenue S.W.
Grand Rapids, MI 49503

Boxes, Bags, Giftwrap

CALTOY Inc.
611 South Anderson
Los Angeles, CA 90023
(800) 752-9869
Stuffed Animals

Ms. Leona Ciriello
Cadbury U.S.A.
High Ridge Park
Stamford, CT 06905
(203) 968-5600
Candy

Camphoree Mfg. Inc.
7326 Allen Road
Allen Park, MI 48101
(313) 386-1609
Sportswear (Imprinted)

Mr. Edward Davis
Camtronics Communication Co.
18655 W. 8 Mile Road
Detroit, MI 48219
(313) 538-1780
Security Systems

Capital Wholesale

Lansing, MI 48912
(517) 485-7208
Candy (Sundries)

Caribu Bag Company
P.O. Box 3696
Chico, CA 95927
(800) 824-4153
Bags (Sports)

Mr. Alvin Lenard
Carolina Soaps and Candle Co.
P.O. Box 2928
Oshkosh, WI 54903
(414) 231-9620
Candles (& Soaps)

Carolyn Been Publishing, LTD.
120 Second Street
San Francisco, CA 94105
(800) 424-4422
Greeting Cards

Centry Florist Supply
6200 2nd Avenue
Detroit, MI 48202
(313) 872-0300
Flowers

Chaffee
P.O. Box 33797
Detroit, MI 48232-5797
(313) 287-4800
Supplies (School)

Champion Products
P.O. Box 87
Perry, NY 14530
(716) 277-6111
Sportswear (Imprinted)

Mr. Michael Fields
Champion Products
6179 Ledwin Drive
Troy, MI 48098
(313) 879-2487
Sportswear (Imprinted)

Kerry Hopkins
Christmas Cards Inc.
4479 Broad Road
Syracuse, NY 13215
(315) 458-6364
Christmas Cards

Club's Choice
2645 Harlem Street
Eau Claire, WI 54702
(800) 346-5599
Food (Pizza)

Mr. Gerard Cachon
College Bound Ltd.
30 Sherwood Heights
Wappingers Fall, NY 12590
(914)894-5751
College Logo Sweats

College House (The)
601 Cantaigue Road
Westbury, NY 11590
(800) 645-7600
Sportswear (Imprinted)

Mr. Dave Zeluff
College House (The)
26160 West 12 Mile Road Apt #A42
Southfield, MI 48034
(313) 346-5357
Sportswear (Imprinted)

Collegiate Pacific
Box 210
Roanoke, VA 24002
(515) 232-5532
Sportswear (Imprinted)

Ms. D. Elaine Thomas
Community Birthday Calendar
44609 North Hills Dr. 9-D
Northville, MI 48167
(313) 348-1999
Gifts (Calanders)

D.E. Supplier
1645 Downs Drive
West Chicago, IL 60185

Supplies (Classroom)

Mr. Ellis Susler
DECA Related Materials Service
1908 Association Drive
Reston, VA 22091
(703) 860-5000
DECA Teaching Materials

DECA Supply Service
11722 Parklawn Drive
Rockville, MD 20852
(301) 770-4041
DECA Supplies

Dakin Inc.
P.O. Box 7746
San Francisco, CA 94120

Stuffed Animals

Ms. Kathy Allen
Dakin Inc.
11049 Hibner Road
Hartland, MI 48029
(313) 632-6290
Stuffed Animals

Ms. Crystal Decker
Dakin Inc.
3890 Roxbury Avenue
Okemos, MI 48864
(517) 349-3859
Stuffed Animals

Mr. Chuck Forwerck
Dakin Inc.
2802 Holiday Pines
Traverse City, MI 49684
(616) 938-1010
Stuffed Animials

Mr. Pat McDevitt
Dakin Inc.
28915 E. King William
Farmington Hill, MI 48018
(313) 553-0218
Stuffed Animals

Ms. Debbie Misch
Dakin Inc.
43415 Hartwick
Sterling Hgts., MI 48078
(313) 739-5641
Stuffed Animals

Mr. Fred Russo
Dakin Inc.
2153-202 Sandy Shore
Kentwood, MI 49508
(616) 455-3651
Stuffed Animals

Mr. Richard Capper
Data Match
5120 Old Clairton Road
Pittsburgh, PA 15236
(800) 545-1110
Fund Raising (Compatability Matching)

Mr. William Kingma
Davenport College
415 E. Fulton
Grand Rapids, MI 49503
(800) 632-9569
Post Secondary School

Design Center
3202 Queens Blvd.
Long Island, NY 11101
(212) 361-0012
Gifts (Stationary)

Detroit College of Business
4801 Oakman Blvd.
Dearborn, MI 48126
(313) 582-6983
Post Secondary School

Mr. Marvin Siegel
Detroit Store Fixtures
7545 West Eight Mile Road
Detroit, MI 48221
(313) 341-3255
Equipment (Store fixtures)

Mr. Lee Frank
Display Creations, Inc.
1332 Broadway
Detroit, MI 48226
(313) 962-9588
Equipment (Store fixtures)

Mr. Edward Maloney
E & M Sales Company
1879 Old Cuthbert Road
Cherry Hill, NJ 08034
(609) 428-5562
Gifts (Imprinted Merchandise)

Mr. Robert Spalding
EPSI
P.O. Box 18303
Memphis, TN 38181
(901) 396-3774
Health and Safety Products

Dr. Earl Meyer
Eastern Michigan University
14 Sill Hall
Ypsilanti, MI 48197
(313) 487-4330
Post Secondary School

Enesco
2201 Arthur Avenue
Elk Grove Villg, IL 60007

Gifts (Novelties)

Mr. Larry Becigneaul
Enlisted Programs Office
3100 El Jefferson
Detroit, MI 48207
(313) 226-3700
U.S. Navy

Mr. Wayne Weintraub
Entertainment Publications
1400 North Woodward Suite 50
Birmingham, MI 48011-1075
(313) 642-2677
Fund Raising (Coupon Books)

Mr. Michael Smith
Extra Points Sportsware
1131 S. W. Hanford
Seattle, WA 98134
(206) 464-1513
Sportswear (Imprinted)

Ms. Diane Solomon
Fashion Institute of America
20755 Greenfield
Southfield, MI 49075
(313) 559-9733
Post Secondary School

Mr. Frank Brickman
Fontana Brothers
3245 Hubbard
Detroit, MI 48210
(313) 897-4000
Candy (& Slush Puppies)

Mr. David Fortney
Fort's Candies
452 East 48th Street
Holland, MI 49423
(616) 392-7821
Candy

Freelance
2405 Maryland Road
Willow Grove, PA 19090
(215) 659-7007
Gifts

Mr. Kenneth Sainz
Fund Raising Unlimited
2703 Renfrew Way
Lansing, MI 48911
(517) 882-2050
Candy (Stick)

Mr. Ed Berger
Fund Raising by Priced Right LTD
Box 131
Suffern, NY 10901
(800) 255-3177
Gifts (Concert novelties)

Mr. Steven Hahn
Fundtech of America
9545 Midwest Avenue, Suite #D
Garfield Height, OH 44125
(800) 858-6605
Fund Raising (Cleaner)

Mr. Chan Slotman
GLN Fundraising
129 N. Main Street
Bellevue, MI 49021
363-9070
Fundraising

Gear for Sports
1045 Santa Cruz SE
Grand Rapids, MI 49506
(616)452-3329
Sportswear (Imprinted)

Grand Greetings

Byron Center, MI 405
(616) 878-3338
Greeting Cards

Mr. Al Brkovich
Great Lakes Cash Register
20900 West Eight Mile Road
Southfield, MI 48075
(313) 356-4100
Equipment (Cash Registers)

Mrs. Ginny Bruder
Gregg/McGraw-Hill
711 Savage Road
Belleville, MI 48111
(313) 697-3647
Educational (Text Books)

Pat Stacey
Gregg/McGraw-Hill
13955 Manchester Road
Manchester, MO 63011
(314) 256-2300
Educational (Text Books)

Hayes Specialties
1761 East Genesee
Saginaw, MI 48601
(800) 292-0251
Fund Raising

Ms. Mary Zeerip
Heritage Farms
14706 Maple Island Road
Fremont, MI 49412
(616) 854-8846
Food (Fruits and Vegetables)

Himark Enterprises Inc.
155 Commerce Drive
Hauppauge, NY 11787

Wood

Hobbs And Dobbs Gourmet Candy
256 South Robertson Blvd.
Beverly Hills, CA 90211
(800) 482-8836
Candy

Howard Decorative Packaging Inc.
3462 West Toughy
Chicago, IL 60645
(800) 323 1609
Boxes, Bags, Giftwrap

Stu Lehman
Hoyle Products
345 Plato Blvd. East
St. Paul, MN 55107
(612) 293-7521
Educational (Teaching Materials)

Mr. Rick Waldchen
Image Projections
1024 Silver Lake Road
Fenton, MI 48430
(313) 629-0770
Sportswear (Imprinted)

Jansport
P.O. Box 1817
Appleton, WI 54913

Bags (Sports)

Mr. Jerry Smith
Jay's Foods Inc.
25300 Northline Road
Taylor, MI 48180
946-4024
Food (Snack)

Mr. Peter Thompson
Jero Sales
677 Ferne Blvd.
Drexel Hill, PA 19026
(215) 259-7677
Food (Snack and School Supplies)

Jiroch
1830 West Sherman Blvd.
Muskegon, MI 49441

Candy (Sandries)

Ms. Mary Cunningham
Johnson & Wales College
2017 Rossiter Pl.
Lansing, MI 48910
(517) 372-8122
Post Secondaty School

Mr. Jon Kaufmann
Jon Kaufmann, Inc.
10675 Battle Creek Highway
Bellevue, MI 49021
(616) 763-3364
Fund Raising Company

Keystone Distributing
133 W. Main St. Suite B-195 Box 737
Northville, MI 48167
(800) 828-0755
Jewelry

Mr. Ken Orlando
Knott And Mckinley Associates, Ltd.
12844 Farmington Road
Livonia, MI 48150
(313) 522-5020
Food (Snack)

Mr. Earl Laich
Laich Associates
36682 Angeline Circle
Livonia, MI 48150
(313) 422-4861
Gifts (Glassware, plastic products, caps

Jean Botsch
Leanin' Tree Publishing Co.
Box 9500
Boulder, CO 80301
(800) 525-0846
Greeting Cards, Posters and Prints

Lemberger Candy Corporation
Box 1226
Hackenshack, NJ 07601
(201) 487-7222
Candy

Mr. John Gores
Lesco Corporation
6143 1/2 28th Street S.E.
Grand Rapids, MI 49506
(616) 957-4670

Lyben Computer Systems, Inc.
1050 East Maple
Troy, MI 48083
(313) 589-3440
Computer Supplies

Mr. William D'Arcy
M & M/Mars
High Street
Hackettstown, NJ 07840
(800) 222-0209
Candy

MVP Products
125 Candlewood Road
Bayshore, NY 11706

Sportswear (Imprinted,jogging & jackets

Mr. Ken De Perro
MVP Products
11380 Ember Road
Davisberg, MI 48019
(313) 625-0474
Sportsware (Imprinted)

Mr. Dale Wells
Magna Mirror
49636 VanDyke
Utica, MI 48087
(313) 731-8000
Gifts (Mirrors magnetic, unbreakable)

Mr. Mario Messana
Mario's Mannequins
1442 Brush Street
Detroit, MI 48226
(313) 961-5810
Equipment (Mannequin sales & repair)

Mr. Jim Gleason
MarkEd Resource Center
1375 King Avenue P.O. Box 12226
Columbus, OH 43212-6708
(614) 486-6708
Educational (Teaching Materials)

Mr. Doug Shultz
McKrell Associates
133 West Main Street
Northville, MI 48167
(313) 349-6290
Gifts

Michigan Assn of Gift Salesman (M.A.G.S.)
133 West Main Street
Northville, MI 48167
(313) 348-7890
Gifts (Showroom)

Mr. Richard Lepping
Michigan Retailers Association
221 North Pine Street
Lansing, MI 48933
(517) 372-5656
Trade Association

Dr. Paul Slocum
Michigan State University
College of Education
East Lansing, MI 48824
(517) 353-2991
Post Secondary School

Mr. Franklin Miller
Millerton Communications
400 East 50th Street #64
New York, NY 10022
(212) 832-2466
Gifts (and Subscriptions)

Mr. A. Marie Zelinski
Millitary Entrance Processing Station
426 Clinton
Detroit, MI 48226-2397
(313) 965-7505
Educational (Millitary Test)

Mr. David Stukhouse
Millrock
P.O. Box 974
Sanford, ME 04073
(800) 645-7625
Equipment (Store fixtures)

Ms. Janice Tannenbaum
Mirrors R Us
50 Tuthill Avenue
Ellenville, NY 12428
(914) 647-5436
Fund Raising (Personalized Items)

Mr. J. Price
Modern Store Ficture Company
194 W. Georgia Ave. Box 271
Sebring, OH 44672
(216) 938-6197
Equipment (Store fixtures)

Monarch Marketing
P.O. Box 1403
Dayton, OH 45401
(800) 543-6650
Equipment (Pricing Guns)

Mr. Ken Hurl
Morgan Sign Company
937 West North Avenue
Chicago, IL 60622

Equipment (Sign Machine)

National Appleworks Users Group
Box 87453
Canton, MI 48187
(313) 397-1594
Educational (Computer Information)

National Dry Goods
1200 Trumbull
Detroit, MI 48216
(313) 961-3656
Sportswear (Non-imprinted)

Mr. George Bressler
Nestle-Beich
30938 Industrial Road
Livonia, MI 48150
(313) 421-1930
Candy

Mr. James McManus Jr.
Newton Mfg. Co.
7337 Starbrook
Portage, MI 49081
(616) 323-2037
Supplies (School)

North American Bear Company
401 North Wabush, Suite 500
Chicago, IL 60611
(312) 329-0020
Stuffed Animals

Mr. Joe Dimuggio
Northwood Institute
3225 Cook Road
Midland, MI 48640
(517) 631-1600
Post Secondary School

Ms. Debbie Popo
Ohio Materials Labatory
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655
Educational (Text Books)

Ms. Jamie Watson
Old Country Reproductions, Inc.
P.O. Box 2617 722 West Market Street
York, PA 17405
(800) 358-3997
Gifts (Pewter and Pewtarex)

Otaguri
P.O. Box 2565
San Francisco, CA 94080

Gifts (Musical mugs)

Mr. Ken Allan
Otis Spunkmeyer Cookies
14390 Catalina Street
San Leandro, CA 94577
(415)357-9836
Food (Cookies)

Oz - The Gift & Stationary Group ofAndre
ws, McNeel & Parker 4900 Main Street
Kansas City, MO 64112
(800) 826-4216
Greeting Cards (Cathy, Sniglets, Farside

Pace Associates The House of Reps.
52010 VanDyke
Utica, MI 48087
(313) 731-5420
Candy

Pacific Balloon
2454 Mariondale Avenue
Los Angelos, CA 90032
(800) 424-9039
Balloons

Pak-Sak Industries, Inc.
122 South Aspen Street
Sparta, MI 49345
(616) 887-8837
Boxes & Plastic Bags

Pepsi
1931 East Sherman
Muskegon, MI 49442

Food (Soft Drinks)

Mr. Carl Perrin
Perrin Souvenir Distributing
Northville Square
Northville, MI 48167
(313) 348-8260
Gifts (Novities)

Pleasant Thoughts

Cincinatti, OH
(513) 841-6833
Greeting Cards

Mr. Bruce Abramson
Pride Distributors
33060 Northwestern Highway Suite 20-
West Bloomfield, MI 48033
(800) 737-0580
Gifts (Customer Board Games)

Princeton Industries
PIC Indistrial Park
Prinston, ID 47670

Gifts

Mr. Ronald Stallings
Procare Industries Ltd.
7257 South Revere Parkway
Englewood, CO 80112
(303) 799-3535
Fragrances (Alternative Designer)

Mr. Bernie Brussow
QSP
4838 Tartan Lane
Holt, MI 48842
(517) 694-3113
Fund Raising (Magazine)

Mr. Howard Quick
Quick's Candy
204 Post Road
Buchanan, MI 49107
(616) 695-0400
Candy

R & W Pencil Supply
5201 West Indian Trail
Laporte, IN 46350
(219) 872-2464
Supplies (School)

Mr. Terrance Spooner
R. T. Wilson
1306 18th Street
Cloquet, MN 55720
800-346-0748
Sportswear (Imprinted)

Mr. Chris Edmonds
R.F. Cline Marketing
209 W. Broadway Box 390
Mt. Pleasant, MI 48858
(517) 773-7767
Jewelry

Ms. Linda Harkness
Recycled Paper Products Inc.
3636 North Broadway
Chicago, IL 60613
(800) 621-1126
Greeting Cards, Stationary, Notepads

Ms. Rhoda Isner
Rhoda Isner Company
2909 Bamlet
Royal Oak, MI 48073
(313) 549-5238
Gifts (Novities)

Mr. Riggs
Riggs Wholesale Company
35622 Michigan Avenue
Wayne, MI 48184
(313) 721-7020
Candy (Sundries)

Mr. Bob Farsakian
Rock of Ages
31308 Ford Road
Garden City, MI 48135
(313) 522-4590
Gifts

Ms. Prudy Adam
Russ Berrie Company
11415 Orchard View
Fenton, MI 48430
(313) 629-3982
Stuffed Animals (& Gifts)

Ms. Donna Donovan
Russ Berrie Company
111 Bauer Drive
Oakland, NJ 07436
(800) 272-7877
Stuffed Animials (& Gifts)

Kris Proctor
Russ Berrie Company
6929 American Parkway
Reynoldsburg, OH 43068
(800) 631-5300
Gifts

Ms. Gail Sarrault
Russ Berrie Company
6929 American Parkway
Reynoldsburg, OH 43068
(800) 631-5300
Stuffed Animals

Ms. Lydia Tropp
Russ Berrie Company
6929 American Parkway
Reynoldsburg, OH 43068
(800) 631-5300
Gifts (Expressions)

Mr. Ray Figg
Saginaw Knitting Mills, INC.
10300 Thor Drive
Freeland, MI 48623
(517) 695-2481
Sportswear (Imprinted & hats)

Sam Lewis Company
1146 East Big Beaver Road
Troy, MI 48083
(313) 689-6532
Jewelry

Ms. Karen Hosey
South-Western Publishing
5101 Madison Road
Cincinnati, OH 45227
(513) 271-8111
Educational (Text books)

SoftwareHotline
South-Western Publishing
5101 Madison Road
Cincinnati, OH 45227
(800) 543-0453
Educational (Software Hotline)

Ms. Susie Visser
South-Western Publishing Co.
5101 Madison Road
Cincinnati,, OH 45227
(800) 543-1985
Educational (Text Books)

Mr. Jacob Bailey
Sportswear L.T.D.
14777 West 7 Mile Road
Detroit, MI 48235
(313) 272-0650
Sportswear (Imprinted & Gym Bags)

Mrs. Sue Cope
Sue Cope Enterprises
315 Beyerlein
Frankenmuth, MI 48734
(517) 652-2990
Gifts (Basketballs hoops)

Mr. Hal Horlings
Sysco Frost-Pack Food Services, Inc.
3700 Sysco Court S.E. P.O. Box 8769
Grand Rapids, MI 49508
(800) 632-1120
Flowers, real & silk, fruits and vege's

Texas Instructional Materials
P.O. Box 7218
Austin, TX 78712

Educational (Text Books)

Thayer Inv.
225 Fifth Street
Benton Harbor, MI 49022

Boxes, Bags, Decorations

Ms. Elaine Gavoli
Tom-Wat Inc.
333 State Street
Bridgeport, CT 06604
(800) 243-9250
Merchandise Kits

Toms Neway Snacks
7019 Southwood Drive
Jenison, MI 49428

Food (Snack)

Mr. Greg Wheelock
Topnotch Cookies
10900 Beech Daly
Taylor, MI 48180
(313) 291-0630
Food (Cookies)

Mr. Randy Bailey
Toyal Plans Inc.
P.O. Box 3228
Greenville, NC 27834
(919) 756-9100
Gifts

Vela Sheen
3860 Virginia Avenue
Cincinnati, OH 45227
(513) 272-3600
Sportswear (Imprinted)

Mr. Irvin Rutz
Vita Pup/Slush Puppie
1950 Radcliff Drive
Cincinnati, OH 45204
(513) 244-2400
Food (Soft Drinks)

Mr. Jim Wauldron
Wauldron Corporation
41911 Ford Road
Canton, MI 48187
(313) 981-1131
Sportswear (Imprinted)

Dr. Jack Humbert
Western Michigan University
Dept. of Consumer Resources & Technology
Kalamazoo, MI 49008
(616) 383-0953
Post Secondaty School

Ms. Ruth McMann
Whole Sale/Premium Division
1583 Alum Creek Drive P.O. Box 09676
Columbus, OH 43209
(800) 848-3090
Equipment (Registers, Copiers, Caculator

Mr. Terence Blatz
Wholesale House (The)
10450 West Warren
Dearborn, MI 48126
(313) 846-6209
Food (Sundry Items)

World's Finest Chocolate Inc.
2521 West 48th Street
Chicago, IL 60632

Candy

Yorkcraft Inc.
550 South Pine Street Box 2386
York, PA 17405
(715) 845-3666
Candy

Ms. Lois Ross
Your Hats Desire Inc.
P.O. Box 434
Manlius, NY 13104
315 682-7760
Gifts (Shirts, Mugs, Buttons Hats etc.)

Bags (Sports)
Athletic Bag Company

Bags (Sports)
Caribu Bag Company

Bags (Sports)
Jansport

Balloons
Pacific Balloon

Boxes & Plastic Bags
Pak-Sak Industries, Inc.

Boxes, Bags, Decorations
Thayer Inv.

Boxes, Bags, Giftwrap
Atkinson Sales Company

Boxes, Bags, Giftwrap
C. W. Mills Paper Co.

Boxes, Bags, Giftwrap
Howard Decorative Packaging Inc.

Candles (& Soaps)
Carolina Soaps and Candle Co.

Candles (Handcrafted)
Bullfrog Light Company

Candy
Cadbury U.S.A.

Candy
Fort's Candies

Candy
Hobbs And Dobbs Gourmet Candy

Candy
Lemberger Candy Corporation

Candy
M & M/Mars

Candy
Nestle-Beich

Candy
Pace Associates The House of Reps.

Candy
Quick's Candy

Candy
World's Finest Chocolate Inc.

Candy
Yorkcraft Inc.

Candy (& Slush Puppies)
Fontana Brothers

Candy (Sandries)
Jiroch

Candy (Stick)
Fund Raising Unlimited

Candy (Sundries)
Capital Wholesale

Candy (Sundries)
Riggs Wholesale Company

"Christmas Cards"
Christmas Cards Inc.

College Logo Sweats
College Bound Ltd.

Computer Supplies
Lyben Computer Systems, Inc.

DECA Supplies
DECA Supply Service

DECA Teaching Materials
DECA Related Materials Service

Educational (Computer Information)
National Appleworks Users Group

Educational (Millitary Test)
Millitary Entrance Processing Station

Educational (Software Hotline)
South-Western Publishing

Educational (Teaching Materials)
Hoyle Products

Educational (Teaching Materials)
MarkEd Resource Center

Educational (Text Books)
Gregg/McGraw-Hill

Educational (Text Books)
Ohio Materials Labatory

Educational (Text Books)
South-Western Publishing Co.

Educational (Text Books)
Texas Instructional Materials

Educational (Text books)
South-Western Publishing

Equipment (Cash Register)
All American Cash Register

Equipment (Cash Registers)
Great Lakes Cash Register

Equipment (Computer)
Applé Computer Company

Equipment (Electronics)
Adray Appliance

Equipment (Mannequin sales & repair)
Mario's Mannequins

Equipment (Pricing Guns)
Monarch Marketing

Equipment (Registers, Copiers & Caculators)
Whole Sale/Premium Division

Equipment (Sign Machine)
Morgan Sign Company

Equipment (Store fixtures)
Detroit Store Fixtures

Equipment (Store fixtures)
Display Creations, Inc.

Equipment (Store fixtures)
Millrock

Equipment (Store fixtures)
Modern Store Ficture Company

Equipment (Store)
Art Products Company

Flowers
Centry Florist Supply

Flowers, real & silk, fruits and vege's
Sysco Frost-Pack Food Services, Inc.

Food (Cookies & Cakes)
Benson's: America's Fund Raiser

Food (Cookies)
Otis Spunkmeyer Cookies

Food (Cookies)
Topnotch Cookies

Food (Fruits and Vegetables)
Heritage Farms

Food (Pizza)
Club's Choice

Food (Snack and School Supplies)
Jero Sales

Food (Snack)
Jay's Foods Inc.

Food (Snack)
Knott And Mckinley Associates, Ltd.

Food (Snack)
Toms Neway Snacks

Food (Soft Drinks)
Pepsi

Food (Soft Drinks)
Vita Pup/Slush Puppie

Food (Sundry Items)
Wholesale House (The)

Fragrances (Alternative Designer)
Procare Industries Ltd.

Fund Raising (Cleaner)
Fundtech of America

Fund Raising (Compatability Matching)
Data Match

Fund Raising (Coupon Books)
Entertainment Publications

Fund Raising (Magazine)
QSP

Fund Raising (Personalized Items)
Mirrors R Us

Fund Raising Company
Jon Kaufmann, Inc.

Gifts
Bright Ideas Fund Raising

Gifts
Freelance

Gifts
McKrell Associates

Gifts
Princeton Industries

Gifts
Rock of Ages

Gifts
Russ Berrie Company

Gifts
Toyal Plans Inc.

Gifts (Badges)
A-Day Badge Company

Gifts (Basketballs hoops)
Sue Cope Enterprises

Gifts (Calanders)
Community Birthday Calendar

Gifts (Concert novelties)
Fund Raising by Priced Right LTD

Gifts (Customer Board Games)
Pride Distributors

Gifts (Expressions)
Russ Berrie Company

Gifts (Glassware, plastic products, caps
Laich Associates

Gifts (Imprinted Merchandise)
E & M Sales Company

Gifts (Mirrors magnetic, unbreakable)
Magna Mirror

Gifts (Musical mugs)
Otaguri

Gifts (Novelties)
Enesco

Gifts (Novities)
Perrin Souvenir Distributing

Gifts (Novities)
Rhoda Isner Company

Gifts (Pewter and Pewtarex)
Old Country Reproductions, Inc.

Gifts (Shirts, Mugs, Buttons Hats etc.)
Your Hats Desire Inc.

Gifts (Showroom)
Michigan Assn of Gift Salesman (M.A.G.S

Gifts (Stationary)
Design Center

Gifts (and Subscriptions)
Millerton Communications

Greeting Cards
Carolyn Been Publishing, LTD.

Greeting Cards
Grand Greetings

Greeting Cards
Pleasant Thoughts

Greeting Cards (Cathy, Sniglets, Farside)
Oz - The Gift & Stationary Group of And

Greeting Cards (Schutz Collection)
Blue Mountain Arts, Inc.

Greeting Cards, Posters and Prints
Leanin' Tree Publishing Co.

Greeting Cards, Stationary, Notepads Mug
Recycled Paper Products Inc.

Health and Safety Products
EPSI

Jewelry
Bale Pin Company

Jewelry
Keystone Distributing

Jewelry
R.F. Cline Marketing

Jewelry
Sam Lewis Company

Jewelry, Announcements
Balfour

Merchandise Kits
Tom-Wat Inc.

Post Secondary School
Baker Junior College

Post Secondary School
Davenport College

Post Secondary School
Detroit College of Business

Post Secondary School
Eastern Michigan University

Post Secondary School
Fashion Institute of America

Post Secondary School
Michigan State University

Post Secondary School
Northwood Institute

Post Secondaty School
Johnson & Wales College

Post Secondaty School
Western Michigan University

Records & Tapes
Angott Records & Tapes

SAT Course Tapes
American Passage/Gaps

Security Systems
Camtronics Communication Co.

Sportsware (Imprinted)
MVP Products

Sportswear (Imprinted & Gym Bags)
Sportswear L.T.D.

Sportswear (Imprinted & hats)
Saginaw Knitting Mills, INC.

Sportswear (Imprinted)

Sportswear (Imprinted)
Action Sports

Sportswear (Imprinted)
Artex

Sportswear (Imprinted)
Burgess Advertising

Sportswear (Imprinted)
Camphoree Mfg. Inc.

Sportswear (Imprinted)
Champion Products

Sportswear (Imprinted)
College House (The)

Sportswear (Imprinted)
Collegiate Pacific

Sportswear (Imprinted)
Extra Points Sportsware

Sportswear (Imprinted)
Gear for Sports

Sportswear (Imprinted)
Image Projections

Sportswear (Imprinted)
R. T. Wilson

Sportswear (Imprinted)
Vela Sheen

Sportswear (Imprinted)
Wauldron Corporation

Sportswear (Imprinted, socks & scarves)
Brandford Textiles

Sportswear (Imprinted,jogging & jackets)
MVP Products

Sportswear (Non-imprinted)
Broder Brothers

Sportswear (Non-imprinted)
National Dry Goods

Stuffed Animals
Animal Express Inc.

Stuffed Animals
CALTOY Inc.

Stuffed Animals
Dakin Inc.

Stuffed Animals
North American Bear Company

Stuffed Animals
Russ Berrie Company

Stuffed Animals (& Gifts)
Applause

Stuffed Animials (Pom Pom Figures)
ABRAJAC Corp.

Supplies (Book Covers)
Alsen Inc.

Supplies (Classroom)
D.E. Supplier

Supplies (Computer)
Audio Visual Supply

Supplies (School)
Chaffee

Supplies (School)
Newton Mfg. Co.

Supplies (School)
R & W Pencil Supply

Trade Association
Michigan Retailers Association

U.S. Navy
Enlisted Programs Office

Wood
Himark Enterprises Inc.

MEMBERSHIP DIRECTORY

Marketing Education

Marketing and Distributive Education Teachers

Michigan Association

Marketing and Distributive Education Teachers

Michigan Association

MEMBERSHIP DIRECTORY

MaDET members listed in this directory are individuals that ate current members, as of October 1, 1987. This directory is scheduled for annual update by the Michigan's Marketing and Distributive Education Teachers Association (MaDET). If you know of any corrections that need to be made, please send them to Dave Wait at the below address. A new directory, including updates, will be distributed annually at the MaDET Conference.

The directory is divided into two sections. The first section is listed alphabetically according to the member's last name. The listing contains the school address, phone number weather they have a DECA Chapter and/or a school store, and their membership date. The second section is indexed according to the city in which they teach. This section only contains the individual, they may be looked up in the first section.

No part of this directory is to be reproduced for use by anyone other then the members of the organization.

Send corrections and updates to:
Dave Wait
Michigan DECA
204-B Sill Hall
Eastern Michigan University
Ypsilanti, Michigan 48197

Ms. Susan Adams
North Farmington High School
32900 West 13 Mile Road
Farmington Hill, MI 48018

DECA Chapter: No
School Store:
Member until: Oct 87

Ms. Ann Agyemang
Randolf Vocational Center
17101 Hubbell
Detroit, MI 48235
313-863-6394
DECA Chapter: Yes
School Store: Ultimate Boutique
Member until: Oct 87

Mr. Gary Alpert
Chadsey High School
5335 Martin
Detroit, MI 48210
313-494-2381
DECA Chapter: Yes
School Store:
Member until: Apr 88

Mr. Robert Austin
Iona High School
438 Union Street
Ionia, MI 48846
(616) 527-0600
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Richard Auston
E.M.U. Student
35246 West Eight Mile Road Apt # 11
Farmington Hill, MI 48024

DECA Chapter: No
School Store:
Member until: Oct 87

Mr. Robert Bailey
Martin Luthur King High School
3200 East Lafayette
Detroit, MI 48207
313-494-1802-333
DECA Chapter: Yes
School Store: Yes
Member until: Oct 88

Ms. Beverly A. Banett
M.S.U. Student
1482 Holt Road
Mason, MI 48854
(517) 676-2316
DECA Chapter: No
School Store:
Member until: Oct 88

Ms. Beverly Barea
Eaton ISD Southridge Center
420 North High Street
Potterville, MI 48876
517-645-7645
DECA Chapter: No
School Store: Personally Yours
Member until: Oct 87

Mr. John Baublit
Pioneer High School
601 West Stadium Blvd.
Ann Arbor, MI 48103
313-994-2155
DECA Chapter: Yes
School Store: No
Member until: Jul 88

Mr. Craig Beachum

1112 First Street
Rochester, MI 48063

DECA Chapter: No
School Store:
Member until: Nov 88

Mr. Jerry Beebe
Hartland High School
9525 Highland Road
Hartland, MI 48029
313-632-6363
DECA Chapter: Yes
School Store: Eagles' Roost
Member until: Oct 87

Mr. Robert C. Beedon
Port Huron Schools
2720 Riverside Drive
Port Huron, MI 48060
313-984-3101
DECA Chapter: No
School Store:
Member until: Jul 88

Mr. Robert Beguelin
Warren Woods Tower High School
27900 Bunert
Warren, MI 48093
313-775-8780
DECA Chapter: No
School Store: Campus Corner
Member until: Oct 88

Mr. Thomas Benton
Lapeer Vocational Technical Center
690 Lake Pleasant Road
Attica, MI 48412
313-664-1124
DECA Chapter: Yes
School Store: Vo-Tech Store
Member until: Oct 88

Mr. Robert Bergen
Edsel Ford High School
20601 Rotunda Drive
Dearborn, MI 48124
313-582-2436
DECA Chapter: No
School Store: T-Bird Tunnel
Member until: Jan 87

Mr. James Bottke
Walled Lake Western High School
600 Beck Road
Walled Lake, MI 48088
313-624-5020
DECA Chapter: Yes
School Store: The Spare Change
Member until: Jul 88

Mr. Randy Bouchard
Alpena High Sshool
3303 3rd Street
Alpena, MI 49707
517-356-6161 X24
DECA Chapter: No
School Store: Campus Closet
Member until: Jul 87

Mr. Jim Bowers
Calhoun Vocational Center
475 East Roosevelt
Battle Creek, MI 49017
616-968-2271x251
DECA Chapter: Yes
School Store: No
Member until: Apr 88

Mr. George Brackx
Southfield High School
24675 Lahser Road
Southfield, MI 48034
313-423-8503
DECA Chapter: Yes
School Store: Turnin Point
Member until: Oct 88

Ms. Ann Marie Bradley
E.M.U. Student
31341 Roan
Warren, MI 48093
313-264-2493
DECA Chapter: No
School Store:
Member until: Oct 87

Ms. Rita Britton
Northern High School
9026 Woodward Ave.
Detroit, MI 48202
313-494-2625
DECA Chapter: Yes
School Store:
Member until: Oct 88

Mr. John Broder
E.M.U. Student
11356 Farley
Redford, MI 48239

DECA Chapter: No
School Store:
Member until: Oct 87

Mr. Kevin Brott
Gladwin High School
401 North Bowery Street
Gladwin, MI 48624
517-426-7341
DECA Chapter: Yes
School Store: The Nest
Member until: Jul 88

Mr. Thomas Brunet
Sault Skill Center
Marquette Avenue
Sault Ste. Mari, MI 49783
906-635-6600x270
DECA Chapter: Yes
School Store: 620 Shop
Member until: Oct 87

Mr. Charles Brunner
Midland Dow High School
3901 North Saginaw
Midland, MI 48640
517-631-9100
DECA Chapter: Yes
School Store: Charger Shoppe
Member until: Oct 87

Mr. Harlan Buckman
Retired
703 Minneapolis Avenue
Gladstone, MI 49837
906-429-9215
DECA Chapter: No
School Store:
Member until: Oct 87

Miss Diane Burk
Franklin High School
31000 Joy Road
Livonia, MI 48150
313-523-9300
DECA Chapter: Yes
School Store: Yes
Member until: Nov 88

Mr. Michael Burley
Northville High School
775 North Center Street
Northville, MI 48167
313-344-8420
DECA Chapter: No
School Store: Hilltop Shoppe
Member until: May 87

Mr. Bill Butler
Gwinn High School
M-35
Gwinn, MI 49841
906-346-9247
DECA Chapter: Yes
School Store: The Warehouse
Member until: Oct 87

Ms. Sally Callahan
M.S.U Student
30900 Beechwood #7316
Wixom, MI 48096
313-624
DECA Chapter: No
School Store:
Member until: Apr 88

Mr. Al Carpenter
Branch Area Career Center
366 Morse Street
Coldwater, MI 49036
517-279-8081
DECA Chapter: No
School Store:
Member until: Nov 87

Mr. Roy Cesaro
Roseville High School
16255 Martin Road
Roseville, MI 48066
313-445-5622
DECA Chapter: No
School Store: Hole in the Wall
Member until: Oct 88

Ms. Karrie Christner
C.M.U. Student
600 1/2 North Erie Street
Bay City, MI 4
517-686-9872
DECA Chapter: No
School Store:
Member until: Apr 88

Mr. Joe Churchwell
Benton Harbor High School
653 Valley Drive
Benton Harbor, MI 49022
616-927-2416
DECA Chapter: Yes
School Store:
Member until: Apr 88

Mrs. Brenda Clark
Jension High School
2140 Bauer Street
Jenison, MI 49428
616-457-3400
DECA Chapter: Yes
School Store: Cats Corner
Member until: Oct 88

Mrs. Luanne Clark
Wyandotte Roosevelt High School
540 Eureka
Wyandotte, MI 48192
313-246-1055
DECA Chapter: Yes
School Store: The Trading Post
Member until: Oct 88

Mr. Daniel Collins
Farmington High School
32000 Shiawassee
Farmington, MI 48024
313-471-6360
DECA Chapter: No
School Store: The End Zone
Member until: May 87

Mr. Dan Connell
Brighton High School
7878 Brighton
Brighton, MI 48116
313-229-1400x218
DECA Chapter: Yes
School Store: Yes
Member until: Jul 88

Mrs. Connie Cook
Pinckney High School
2100 East M-36
Pinckney, MI 48169
(313) 878-3115
DECA Chapter: No
School Store: Poop Deck
Member until: Oct 88

Dr. Wells F. Cook
Central Michigan University
205 Grawn Hall
Mt. Pleasant, MI 48859
517-774-3124
DECA Chapter: Yes
School Store:
Member until: Oct 88

Ms. Nancy Copeland
E.M.U. Student
6606 Newburg Road
Carleton, MI 48117
313-587-7365
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Tim Cornick
Wayne Memorial High School
3001 Fourth Street
Wayne, MI 48184
313-595-2283
DECA Chapter: Yes
School Store: Zebra Hut
Member until: Oct 87

Mr. Charles L. Crissey
Cass Tech High School
2421 Second Avenue
Detroit, MI 48201
313-494-2605
DECA Chapter: Yes
School Store: Yes
Member until: Oct 87

Ms. Catherine Cunningham
North Farmington High School
32900 West 13 Mile Road
Farmington Hill, MI 48018
313-626-2577
DECA Chapter: Yes
School Store: Rialto
Member until: Oct 88

Ms. Barbara Davis
Northwestern High School
2200 West Grand Blvd.
Detroit, MI 48208
313-895-1865-23
DECA Chapter: Yes
School Store: Yes
Member until: Oct 87

M. J. Daypuk

P.O. BOX 1392
Winsor, Onta Canada N9A 6R3

DECA Chapter: No
School Store:
Member until: Jul 88

Mr. Daniel Dehring
Sterling Heights High School
12091 East 15 Mile Road
Sterling Height, MI 48077
313-939-5900x66
DECA Chapter: No
School Store: S.H. School Store
Member until: Apr 88

Mr. William DiGiulio
Oakland Schools
2100 Pontiac Lake Road
Pontiac, MI 48054
313-858-2020
DECA Chapter: No
School Store:
Member until: Oct 88

Ms. Sheryl Diegel
Tuscola Skill Center
1385 Cleaver Road
Caro, MI 48723
517-673-5300
DECA Chapter: Yes
School Store: TASC Store
Member until: Jan 88

Miss Crystal Dudock
Bridgeport High School
6335 Dixie Highway
Bridgeport, MI 48722
517-777-3100-37
DECA Chapter: Yes
School Store: Yes
Member until: Oct 87

Mr. Harrison Duke
Mumford High School
17525 Wyoming
Detroit, MI 48221
313-270-0430
DECA Chapter: Yes
School Store: Yes
Member until: Oct 88

Mr. Dave Dvorak
Mott Adult High School
1231 East Kearsley
Flint, MI 48503

DECA Chapter: No
School Store:
Member until:

Ms. Nancie Eizen
Farmington High School
32000 Shiawassee
Farmington, MI 48024
313-471-6360
DECA Chapter: No
School Store:
Member until: May 87

Ms. Carol Ellison
Woodhaven High School
24787 Van Horn Road
FLat Rock, MI 48134
313-782-4200
DECA Chapter: Yes
School Store:
Member until: Apr 88

Mr. John Faittel

4865 Ganagher Road
Rochester, MI 48064

DECA Chapter: No
School Store:
Member until: Mar 88

Ms. Carolyn L. Fleck
Southwestern Pub Co.
4171 Dallas
Holt, MI 48842
1-800-543-7007
DECA Chapter: No
School Store:
Member until: Jun 88

Mr. Gary Follbaum
Wyandotte High School
540 Eureka
Wyandotte, MI 48192
313-246-1013
DECA Chapter: No
School Store:
Member until: Oct 88

Ms. Paula J. Fortino
Montcalm Area Career Center
1550 West Sidney Road
Sidney, MI 48885
517-328-6621
DECA Chapter: No
School Store: Sell Block
Member until: Oct 88

Mr. John D. Fox
Stevenson High School
39701 Dodge Park Road
Sterling Height, MI 48310
313-268-4700x59
DECA Chapter: Yes
School Store:
Member until: Jan 88

Ms. Peg Freeman
C.V.C.
43 Arch Street
Keen, NH 03431
603-352-0640-36
DECA Chapter: Yes
School Store:
Member until: Oct 87

Ms. Eleanor K. Fulton
E.M.U. Student
1273 Wisteria
Ann Arbor, MI 48104
(313) 665-2259
DECA Chapter: No
School Store:
Member until: Jan 88

Mr. Gary Garden
Wyandotte Roosevelt High School
540 Eureka
Wyandotte, MI 48192
313-246-1045
DECA Chapter: Yes
School Store: Trading Post
Member until: Apr 88

Ms. Diane Gaslor
Harrison High School
29995 West 12 Mile Road
Farmington Hill, MI 48018
313-477-3314
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Victor Ghareeb
East Kentwood High School
6178 Campus Park Drive
Kentwood, MI 49508
(616) 698-6700
DECA Chapter: No
School Store: Falcon's Nest
Member until: Oct 88

Mr. Jules Goldman
Martin Luthur King High School
3200 East Lafayette
Detroit, MI 48207
313-494-1802x333
DECA Chapter: Yes
School Store: Corner Store
Member until: May 88

Mr. Randy Goodman
Perry High School
2775 Britten Road
Perry, MI 48872
517-625-3104
DECA Chapter: Yes
School Store: DECA Distributor
Member until: Oct 87

Mr. William Goodwill
Cadilac High School
400 Linden Street
Cadillac, MI 49601
616-779-9380
DECA Chapter: No
School Store: No
Member until: Apr 88

Mr. John Gores
Kent Skill Center
1655 East Beltline
Grand Rapids, MI 49505
313-364-8421
DECA Chapter: No
School Store: Yes
Member until: Sep 87

Ms. Arlene Greene
Randolf Vocational School
17101 Hubbell
Detroit, MI 48235
313-863-6300
DECA Chapter: Yes
School Store: Food Market
Member until: Oct 88

Ms. Norma Greenley
Harrison High School
29995 West 12 Mile Road
Farmington Hill, MI 48018
313-487-9825
DECA Chapter: No
School Store:
Member until: May 87

Miss Jeanette Greif
Lincoln Park High School
1701 Champaign
Lincoln Park, MI 48146
313-
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Larry Gunderson
Petoskey Vocational Center
1130 Howard Street
Petosky, MI 49770
616-347-6023
DECA Chapter: Yes
School Store: The Pit Shop
Member until: Oct 88

Mr. Richard Guyor
Carman-Ainsworth High School
1300 N Linden Road
Flint, MI 48504
313-732-1881-142
DECA Chapter: Yes
School Store:
Member until: Oct 87

Ms. Janet Haas
Livonia Career Center
8985 Newburg Road
Livonia, MI 48150
313-464-3500
DECA Chapter: Yes
School Store: No
Member until: Oct 87

Mr. Michael Haley
Sterling Heights High School
12091 East 15 Mile Road
Sterling Height, MI 48077

DECA Chapter: Yes
School Store:
Member until: Apr 88

Mr. Harry Hall
Bedford High School
8285 Jackman Road
Temperence, MI 48182
313-847-6737
DECA Chapter: Yes
School Store: No
Member until: Oct 87

Mr. Walter Hannan
Lakeville High School
12455 Wilson Road
Otisville, MI 48463
313-793-6294
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Robert Herm
Southfield Lathrup High School
19301 West Twelve Mile Road
Lathrup Village, MI 48076
313-423-8712
DECA Chapter: Yes
School Store:
Member until: Oct 87

Mr. Russ Herschelman
Grosse Pointe North High School
707 Vernier Road
Grosse Pte Wood, MI 48236
313-343-2322
DECA Chapter: Yes
School Store: Rainbow Bridge
Member until: Oct 87

Mr. Mike Hoffner
Branch Area Career Center
366 Morse Street
Coldwater, MI 49036

DECA Chapter: No
School Store:
Member until:

Ms. Liz Holland
Van Buren Skills Center
250 South Street
Lawrence, MI 49064
616-674-8001
DECA Chapter: Yes
School Store: A Touch of Class
Member until: Oct 87

Dr. Curtis Holt
Flint Kennedy Center
1541 North Sgainaw
Flint, MI 48503
313-
DECA Chapter: Yes
School Store:
Member until: Jan 88

Mr. Dennis Horton
Kennedy High School
13505 Kennedy Drive
Taylor, MI 48180
313-374-1229-22
DECA Chapter: Yes
School Store:
Member until: Oct 88

Ms. Karen Hosey
Southwestern Pub
17243 Bonstelle Street
Southfield, MI 48227-3471
313-569-8351
DECA Chapter: No
School Store:
Member until: Jan 88

Mrs. Rebecca L. Huepenbecker
E.M.U. Student
14414 Tunnecliff
Petersburg, MI 48270
(313) 856-2413
DECA Chapter: No
School Store:
Member until: Jan 88

Dr. Jack Humbert
Western Michigan University
Consumer Resources
Kalamazoo, MI 49008
616-383-0953
DECA Chapter: Yes
School Store:
Member until: Oct 87

Mr. James A. Humble
Greenvile High School
111 North Hillcrest
Greenville, MI 48838

DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Donald Immen
John Glenn High School
36105 Marquette
Westland, MI 48185
313-595-2330
DECA Chapter: Yes
School Store: The Gantry
Member until: Oct 88

Mr. Richard Jacobson
Bay Mills Community College
Route #1 Box 315A
Brimley, MI 49715
906-248-3354
DECA Chapter: No
School Store:
Member until: Apr 88

Mr. David Johnson
Capital Area Career Center
611 Hagadorn
Mason, MI 48854
517-676-1051
DECA Chapter: Yes
School Store: Marketing Store
Member until: Sep 87

Mr. William Josephson
Calhoun Vocational Center
475 East Roosevelt
Battle Creek, MI 49017
616-968-2271x251
DECA Chapter: Yes
School Store:
Member until: Apr 88

Mr. Richard Karazim
Bedford High School
8285 Jackman Road
Temperence, MI 48182
313-847-6737
DECA Chapter: Yes
School Store:
Member until: Oct 87

Mr. Joe Keena
Huron Skill Center
160 South Van Dyke
Bad Axe, MI 48413
517-269-9284
DECA Chapter: Yes
School Store: Contempo Noveltie
Member until: Oct 87

Mr. Gerald V. Kelly
Holland Public Schools
61 West 16th Street
Holland, MI 49423
(616) 392-7038
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Dave Kennedy
St. Clair County Skill Center
499 Range Road Box 5001
Port Huron, MI 48061-5001
313-364-8990
DECA Chapter: Yes
School Store: Emporium
Member until: Oct 88

Mrs. Susan Kennedy
Bay Arenac Skill Center
4155 Monitor
Bay City, MI 48706
517-686-4770
DECA Chapter: Yes
School Store: The Pier
Member until: Apr 88

Mr. Robert Kiesling
Roscommon High School
10600 Oakwood
Roscommon, MI 48653
517-275-5331
DECA Chapter: No
School Store: The Store
Member until: Apr 88

Ms. June M. Kilmer
North Farmington High School
32900 West 13 Mile Road
Farmington Hill, MI 48018
313-626-2577
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Dominic J. LaRosa
Warren High School
5460 Arden
Warren, MI 48092
313-264-2551 x47
DECA Chapter: No
School Store: Warren Depot
Member until: Oct 88

Ms. Cynthia LaRose
Harrison High School
29995 West 12 Mile Road
Farmington Hill, MI 48018
313-477-3311
DECA Chapter: No
School Store: Emporium
Member until: Oct 87

Mr. Thomas Lafferty
Southgate Anderson High School
15476 Leroy Street
Southgate, MI 48195
313-246-4611
DECA Chapter: No
School Store: Hideaway
Member until: Feb 87

Mr. Donald R. Lang
Student F.S.C.
Apt. 58 A West Ferris State College
Big Rapids, MI 49307
(616) 496-0461-7892
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Bruce Lapointe
Mount Pleasant High School
1155 South Elizabeth
Mount Pleasant, MI 48858
517-773-5500
DECA Chapter: No
School Store: The Rig
Member until: Oct 87

Mr. Kim D. Lathwell
Vicksburg High School
501 East Highway
Vicksburg, MI 49097
616-649-0554
DECA Chapter: Yes
School Store: Munchie Station
Member until: Nov 88

Mr. Richard Lebsack
Midland Dow High School
3901 North Saginaw Road
Midland, MI 48640
517-631-9100
DECA Chapter: Yes
School Store: Charge Shoppe
Member until: Apr 88

Ms. Denise Lehman

12211 Benton Road
Grand Ledge, MI 48837

DECA Chapter: No
School Store:
Member until: Nov 87

Mr. Maynard Leigh
Grosse Pointe South High School
11 Grosse Pointe Blvd
Grosse Pointe, MI 48236
313-343-2130
DECA Chapter: Yes
School Store: No
Member until: Mar 87

Mr. Richard Lepping
Michigan Retailers Association
221 North Pine Street
Lansing, MI 48933
517-373-5656
DECA Chapter:
School Store:
Member until: Oct 87

Mr. David Lessel
Oak Park High School
13701 Oak Park Blvd.
Oak Park, MI 48237
313-584-0209
DECA Chapter: Yes
School Store: Redskin Trading
Member until: Nov 88

Mr. Jerry Liszewski
Truman High School
14653 Brookline
Riverview, MI 48192

DECA Chapter: No
School Store:
Member until: Jul 88

Mr. Jeffery MacDonald
Zeeland High School
320 East Main Avenue
Zeeland, MI 49464
616-772-4617
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Wayne Male
Davison High School
1250 North Oak Road
Davison, MI 48423
313-653-3531x26
DECA Chapter: No
School Store: Cardnial Shop
Member until: Apr 88

Ms. Helene Marshall

1200 W. Grand River
Howell, MI 48843

DECA Chapter: No
School Store:
Member until: Jan 87

Mrs. Kay Martin
Howell High School
1400 West Grand River
Howell, MI 48843
517-546-6200x
DECA Chapter: Yes
School Store: The Korner Store
Member until: Oct 88

Mr. James McLaughlin
Jackson Career Center
6800 Browns Lake Road
Jackson, MI 49201

DECA Chapter: No
School Store: Career Corners
Member until: Oct 88

Ms. Virginia Meeks-Giles
Finney High School
17200 South Hampton
Detroit, MI 48224
313-245-3325
DECA Chapter: No
School Store:
Member until: Jun 87

Dr. Earl Meyer
Eastern Michigan University
14 Sill Hall
Ypsilanti, MI 48197
313-487-4330
DECA Chapter: Yes
School Store:
Member until: Oct 87

Ms. Nada Milich
Kimball High School
1500 Lexington Blvd.
Royal Oak, MI 480
313-435-8500x43
DECA Chapter: No
School Store:
Member until: Oct 87

Ms. Linda Miller
Eaton ISD Southridge Center
420 North High Street
Potterville, MI 48876
517-645-7645
DECA Chapter: No
School Store: Personally Yours
Member until: Feb 88

Mr. Thomas S. Mills
Cody High School
18445 Cathedral
Detroit, MI 48228
313-270-0529
DECA Chapter: Yes
School Store:
Member until: Jan 88

Mr. John Milne
Wyandotte Roosevelt High School
540 Eureka
Wyandotte, MI 48192
313-246-1045
DECA Chapter: No
School Store:
Member until: Jul 87

Ms. Dianne E. Minicucci
Brablec High School
17885 Common
Roseville, MI 48066
313-445-5541
DECA Chapter: No
School Store: Cougar Den
Member until: Oct 88

Mr. Thomas Nauta
Grandville High School
3535 Wilson S.W.
Grandville, MI 49417
(616) 530-1660
DECA Chapter: No
School Store:
Member until: Oct 88

Ms. Lu Ann Nepper
Sanilac Career Center
175 East Aitken Road
Peck, MI 48466
313-648-4700
DECA Chapter: Yes
School Store: Stop Shoppe
Member until: Oct 88

Mr. Dennis Noe
Flushing High School
5039 Deland Road
Flushing, MI 48433
313-659-0630
DECA Chapter: No
School Store: No
Member until: Oct 88

Ms. Sharon Norberg
Northwest Oakland Vocational Ed. Center
8211 Bik Lake Road
Clarkston, MI 48016
313-625-5202
DECA Chapter: Yes
School Store:
Member until: May 88

Mr. Patrict O'Reilly
Kearsley High School
4302 Underhill Drive
Flint, MI 48506

DECA Chapter: No
School Store: No
Member until: Oct 88

Gerald M. Pachla
Waterford Mott High School
1151 Scott Lake Road
Pontiac, MI 48054
313-674-4134
DECA Chapter: No
School Store: Rainbow Shoppe
Member until: Jul 88

Ms. Bonnie Palmeri
Truman High School
11211 Beech Daly Road
Taylor, MI 48180
313-946-6568
DECA Chapter: No
School Store:
Member until: May 87

Mr. Dean M. Payne
Belleville High School
501 W Columbia AV
Belleville, MI 48111

DECA Chapter: No
School Store:
Member until: May 87

Mr. Marvin Petty

3007 Field
Detroit, MI 48214
313-921-8147
DECA Chapter: No
School Store:
Member until: Oct 87

Mr. Darrell Phillips
Seaholm High School
2436 West Lincoln Road
Birmingham, MI 48009

DECA Chapter: No
School Store:
Member until: 8505

Mr. Richard Porteen
Ravenna High School
2700 South Ravenna Road
Ravenna, MI 49451
616-853-2218
DECA Chapter: No
School Store:
Member until: Jan 87

Mr. Norman Potter
Ferris Student
219 Hutchinson
Big Rapids, MI 49307
616-796-1101
DECA Chapter: No
School Store:
Member until: Apr 88

Mr. Roy Raymond
Linden High School
7201 Silver Lake Road
Linden, MI 48451
313-735-9411
DECA Chapter: Yes
School Store:
Member until: Oct 88

Ms. Louise L. Renaud
Kettering High School
6101 Van Dyke
Detroit, MI 48213
313-245-3239
DECA Chapter: Yes
School Store:
Member until: May 88

Mr. Byron Richardson
Plymoth Salem High School
46181 Joy Road
Canton, MI 48187
313-453-3100
DECA Chapter: No
School Store: Rock Shop
Member until: Oct 88

Mr. Terrence Rodgers
Brandon High School
1025 Ortonville
Ortonville, MI 48462
313-627-4981 x292
DECA Chapter: No
School Store: Hawks Nest
Member until: Oct 88

Mr. Doug Roeseler
Henry Ford High School
20000 Evergreen
Detroit, MI 48219
313-533-4300
DECA Chapter: Yes
School Store:
Member until: Oct 87

Mr. John Rosenberg
Rochester Adams High School
3200 West Tienken
Rochester Hills, MI 48064
313-652-0116x43
DECA Chapter: Yes
School Store:
Member until: Oct 88

Mrs. Josie Ruttan
Cass Tech High School
2421 Second Avenue
Detroit, MI 48201
313-494-2605
DECA Chapter: Yes
School Store: Yes
Member until: Oct 88

Mr. Richard Ryan
Gaylord Vocational Center
615 South Elm Street
Gaylord, MI 49735
517-732-6402
DECA Chapter: No
School Store: Point of Entry
Member until: May 87

Mr. Ronald Sack
Flint Southwestern High School
1420 West 12th Street
Flint, MI 48507
313-762-1301
DECA Chapter: Yes
School Store: The Market Place
Member until: Jul 87

Mr. Dirk Schulteboer
Gull Lake High School
9476 East M-89
Richland, MI 49083
616-629-9745
DECA Chapter: No
School Store:
Member until: Feb 88

Ms. Nancy Schwartz
Newaygo Area Vocational Center
4645 West 48th Street
Fremont, MI 49412
616-924-0380
DECA Chapter: Yes
School Store: Yes
Member until: Oct 88

Ms. Vicki Shadow
Van Buren Skill Center
250 South Street
Lawrence, MI 49064
(616) 674-8001
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Steve Siler
C.M.U. Student
710 W. Broomfield Apt #30
Mt. Pleasant, MI 48858
517-772-3607
DECA Chapter: No
School Store:
Member until: Apr 88

Mrs. Sharon Slick
Lenawee Skill Center
2345 North Adrian Highway
Adrian, MI 49221
517-263-2108
DECA Chapter: No
School Store: Vo-Tech Variety
Member until: Oct 88

Dr. Paul Slocum
Michigan State University
Eirickson Hall
East Lansing, MI 48824
313-353-2991
DECA Chapter: No
School Store:
Member until: May 87

Mrs. Mary Slumpff
Ypsilanti Career Center
420 North Adams
Ypsilanti, MI 48197
313-482-6614
DECA Chapter: No
School Store:
Member until: Oct 87

Mr. David Smith
Davison High School
1250 North Oak Road
Davison, MI 48423

DECA Chapter: No
School Store: Cardinal Shop
Member until: Oct 88

Mr. Kirk Smith
Marysville High School
1325 Michigan Avenue
Marysville, MI 48040
313-364-7161
DECA Chapter: Yes
School Store:
Member until: Oct 87

Mr. James C. Stopa
New Hampshire Dept. Of Education
State Office Park
S. Concord, NH 03331
603-271-3186
DECA Chapter: No
School Store:
Member until: May 88

Ms. Sandra S. Streit
Pontiac Central High School
300 West Huron
Pontiac, MI 48053

DECA Chapter: No
School Store: No
Member until: Jul 88

Ms. Mae Talton
Redford High School
21431 Grand River
Detroit, MI 48219
313-353-1900
DECA Chapter: Yes
School Store:
Member until: Oct 87

Mr. James Tarcha
Taylor Center High School
27415 Wick Road
Taylor, MI 48180
313-295-5700
DECA Chapter: No
School Store: Ram Shack
Member until: May 87

Mr. Bob Telmos
Huron High School
2727 Fuller Road
Ann Arbor, MI 48105
313-994-2079
DECA Chapter: Yes
School Store:
Member until: Jul 87

Ms. Abby Teper
Student
26413 Franken Point
Southfield, MI 48034
(313) 335-0817
DECA Chapter: No
School Store:
Member until: Feb 88

Mr. Russ Terrasi
Jefferson High School
5707 Williams Road
Monroe, MI 48161
(313) 289-5555
DECA Chapter: No
School Store:
Member until: Jan 88

Mr. W. Floyd Thomas
Clintondale High School
35200 Little Mack
Mt. Clemens, MI 48043
313-791-6300
DECA Chapter: No
School Store:
Member until: Jan 88

Mr. Tim Todd
Van Buren Skills Center
250 South Street
Lawrence, MI 49064
616-674-8001
DECA Chapter: Yes
School Store: Yes
Member until: Oct 87

Mr. Gary Tower
Holly High School
920 East Baird Street
Holly, MI 48442
313-634-4451
DECA Chapter: No
School Store: New Reflections
Member until: Oct 88

Mr. John A. Towlerton
John Glenn High School
3201 East Kiesel Road
Bay City, MI 4Jun 87
517-684-7510
DECA Chapter: No
School Store: Bobcat Bazaar Shp
Member until: Oct 88

Mr. Joe Tremml
Holland High School
600 Van Raalte Avenue
Holland, MI 49423
616-396-3511
DECA Chapter: No
School Store: Red & White Shop
Member until: Oct 88

Mrs. Patricia Trotter
Cooley High School
15055 Hubbell
Detroit, MI 48227
313-270-0012
DECA Chapter: Yes
School Store:
Member until: Jul 88

Mr. Don Van Orden
Flint Southwestern High School
1420 West 12th Street
Flint, MI 48507
313-762-1301
DECA Chapter: Yes
School Store:
Member until: Oct 88

Miss Susie Visser
Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227
(
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. David G. Walt
DECA 204-B Sill Hall
Eastern Michigan University
Ypsilanti, MI 48917
313-487-DECA
DECA Chapter: Yes
School Store: No
Member until: Oct 88

Mrs. Connie F. Walsh
Gaylord Vocational Center
615 South Elm Street
Gaylord, MI 49735
517-732-6402x11
DECA Chapter: No
School Store: Yes
Member until: May 87

Mr. Tom Walters
Forest Hills Central High School
5901 Hall Street S.E.
Grand Rapids, MI 49506
616-676-8900
DECA Chapter: No
School Store: Yes
Member until: Oct 87

Mrs. Cheryl Warner
Buchanan High School
40 West Chicago
Buchanan, MI 49107
616-695-2771
DECA Chapter: Yes
School Store: Yes
Member until: Aug 88

Mr. Jon Watt
Port Huron High School
2215 Court Street
Port Huron, MI 48060
313-984-2611
DECA Chapter: Yes
School Store:
Member until: May 87

Mr. John Weborg
Taylor Center High SChool
27415 Wick Road
Taylor, MI 48180

DECA Chapter: No
School Store: Ran Shack
Member until: Oct 87

Mr. Jeffery White
E.M.U. Student
E-9 Pine Grove
Ypsilanti, MI 48197
313-485-3842
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Douglas L. Wilcox
Fowlerville High School
7677 Sharpe Road
Fowlerville, MI 48836
517-223-9172
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. Tom Wojcikiwelcz
Fitzgerald High School
23200 Ryan Road
Warren, MI 48091

DECA Chapter: No
School Store:
Member until: Sep 87

Dr. Carl A. Woloszyk
Western Michigan University
Department of Consumer Resources & Tech
Kalamazoo, MI 49008
616-383-0556
DECA Chapter: Yes
School Store: No
Member until: Oct 88

Ms. Mary Ann Wood
North Farmington High School
32900 West 13 Mile Road
Farmington Hill, MI 48018
313-471-6348
DECA Chapter: Yes
School Store: Yes
Member until: May 87

Mrs. Adelaide Wortham
Detroit Board Of Education Room 914
5057 Woodward Avenue
Detroit, MI 48202
313-494-1668
DECA Chapter: Yes
School Store: No
Member until: Oct 87

Mr. Douglas Wynkoop
Ottawa Skill Center
13663 Port Sheldon Road
Holland, MI 49423
616-399-6940
DECA Chapter: No
School Store: Careerline Store
Member until: Oct 87

Mr. Paul Yakaltis
Denby High School
12800 Kelly Road
Detroit, MI 48224
313-245-3200xc32
DECA Chapter: Yes
School Store:
Member until: Dec 87

Dr. Randall T. Yake
Wayne County I.S.D.
33500 Van Born Road
Wayne, MI 48184
(313) 467-4168
DECA Chapter: No
School Store:
Member until: Oct 88

Mr. John Zahner
Ecorse High School
4165 Seventh Street
Ecorse, MI 48229
313-382-3215x32
DECA Chapter: No
School Store: Ralling Resevotion
Member until: May 87

MaDET Members Indexed by the city in which they teach

Adrian: Mrs. Mary Sieler
Adrian: Mrs. Sharon Slick

Alpena: Mr. Randy Bouchard

Ann Arbor: Mr. John Baublit
Ann Arbor: Ms. Eleanor K. Fulton
Ann Arbor: Mr. Bob Telmos

Attica: Mr. Tom Benton

Bad Axe: Mr. Joe Keena

Battle Creek: Mr. Jim Bowers
Battle Creek: Mr. William Josephson

Bay City: Ms. Karrie Christner
Bay City: Mrs. Susan Kennedy
Bay City: Mr. John A. Towlerton

Belleville: Mr. Dean M. Payne

Benton Harbor: Mr. Joe Churchwell

Big Rapids: Mr. Donald R. Lang

Big Rapids: Mr. Norman Potter

Birmingham: Mr. Darrell Phillips

Bridgeport: Miss Crystal Dudock

Brighton: Mr. Dan Connell

Brimley: Mr. Richard Jacobson

Buchanan: Mrs. Cheryl Warner

Cadillac: Mr. William Goodwill

Canton: Mr. Byron Richardson

Carleton: Ms. Nancy Copeland

Caro: Ms. Sheryl Diegel

Clarkston: Ms. Sharon Norberg

Coldwater: Mr. Al Carpenter
Coldwater: Mr. Mike Hoffner

Davison: Mr. Wayne Male
Davison: Mr. David Smith

Dearborn: Mr. Robert Bergen

Detroit: Ms. Ann Agyemang
Detroit: Mr. Gary Alpert
Detroit: Mr. Robert Bailey
Detroit: Ms. Rita Britton
Detroit: Mr. Charles L. Crissey
Detroit: Ms. Barbara Davis
Detroit: Mr. Harrison Duke
Detroit: Mr. Jules Goldman
Detroit: Ms. Arlene Greene
Detroit: Ms. Virginia Meeks-Giles
Detroit: Mr. Thomas S. Mills
Detroit: Mr. Marvin Petty
Detroit: Ms. Louise L. Renaud
Detroit: Mr. Doug Roeseler
Detroit: Mrs. Josie Ruttan
Detroit: Ms. Mae Talton
Detroit: Mrs. Patricia Trotter
Detroit: Mrs. Adelaide Wortham
Detroit: Mr. Paul Yakaitis

East Lansing: Dr. Paul Slocum

Ecorse: Mr. John Zahner

FLat Rock: Ms. Carol Ellison

Farmington: Mr. Daniel Collins
Farmington: Ms. Nancie Eizen
Farmington: Ms. Susan Adams
Farmington: Mr. Richard Auston
Farmington: Ms. Catherine Cunningham
Farmington: Ms. Diane Gasior
Farmington: Ms. Norma Greenley
Farmington: Ms. June M. Kilmer
Farmington: Ms. Cynthia LaRose
Farmington: Ms. Mary Ann Wood

Flint: Mr. Dave Dvorak
Flint: Mr. Richard Guyor
Flint: Dr. Curtis Holt
Flint: Mr. Patrict O'Reilly
Flint: Mr. Ronald Sack
Flint: Mr. Don Van Orden

Flushing: Mr. Dennis Noe

Fowlerville: Mr. Douglas L. Wilcox

Fremont: Ms. Nancy Schwartz

Gaylord: Mr. Richard Ryan
Gaylord: Mrs. Connie F. Walsh

Gladstone: Mr. Harlan Buckman

Gladwin: Mr. Kevin Brott

Grand Ledge: Ms. Denise Lehman

Grand Rapids: Mr. John Gores

Grandville: Mr. Thomas Nauta

Greenville: Mr. James A. Humble

Grosse Pointe: Mr. Maynard Leigh
Grosse Pointe: Mr. Russ Herschelman

Gwinn: Mr. Bill Butler

Hartland: Mr. Jerry Beebe

Holland: Mr. Gerald V. Kelly
Holland: Mr. Joe Tremml
Holland: Mr. Douglas Wynkoop

Holly: Mr. Gary Tower

Holt: Ms. Carolyn L. Fleck

Howell: Ms. Helene Marshall
Howell: Mrs. Kay Martin

Ionia: Mr. Robert Austin

Jackson: Mr. James McLaughliw

Jenison: Mrs. Brenda Clark

Kalamazoo: Mr. Irv Cumming
Kalamazoo: Dr. Jack Humbert
Kalamazoo: Dr. Carl A. Woloszyk

Keen: Ms. Peg Freeman

Kentwood: Mr. Victor Ghareeb

Lansing: Mr. Richard Lepping

Lathrup Village: Mr. Robert Herm

Lawrence: Ms. Liz Holland
Lawrence: Ms. Vicki Shadow
Lawrence: Mr. Tim Todd

Lincoln Park: Miss Jeanette Greif

Linden: Mr. Roy Raymond

Livonia: Miss Diane Burk
Livonia: Ms. Janet Haas

Marysville: Mr. Kirk Smith

Mason: Ms. Beverly A. Banett
Mason: Mr. David Johnson

Midland: Mr. Charles Brunner
Midland: Mr. Richard Lebsack

Monroe: Mr. Russ Terrasi

Mt. Clemens: Mr. W. Floyd Thomas

Mt. Pleasant: Dr. Wells F. Cook
Mt. Pleasant: Mr. Bruce Lapointe
Mt. Pleasant: Mr. Steve Siler

New Baltimore: Ms. Marilyn Igel

Northville: Mr. Michael Burley

Oak Park: Mr. David Lessel

Ortonville: Mr. Terrence Rodgers

Otisville: Mr. Walter Hannan

Peck: Ms. Lu Ann Nepper

Perry: Mr. Randy Goodman

Petersburg: Mrs. Rebecca L. Huepenbecker

Petosky: Mr. Larry Gunderson

Pinckney: Mrs. Connie Cook

Pontiac: Mr. William DiGiulio
Pontiac: Gerald M. Pachla
Pontiac: Ms. Sandra S. Streit

Port Huron: Mr. Robert C. Beedon
Port Huron: Mr. Dave Kennedy
Port Huron: Mr. Jon Watt

Potterville: Ms. Beverly Barea

Potterville: Ms. Linda Miller

Ravenna: Mr. Richard Porteen

Redford: Mr. John Broder

Richland: Mr. Dirk Schuiteboer

Riverview: Mr. Jerry Liszewski

Rochester: Mr. Craig Beachum
Rochester: Mr. John Faittel
Rochester: Mr. John Rosenberg

Roscommon: Mr. Robert Kiesling

Roseville: Mr. Roy Cesaro

Roseville: Ms. Dianne E. Minicucci

Royal Oak: Ms. Nada Milich

S. Concord: Mr. James C. Stopa

Sidney: Ms. Paula J. Fortino

Southfield: Mr. George Brackx
Southfield: Ms. Karen Hosey
Southfield: Ms. Abby Teper

Southgate: Mr. Thomas Lafferty

Sterling Height: Mr. Daniel Dehring
Sterling Height: Mr. John D. Fox
Sterling Height: Mr. Michael Haley

Taylor: Mr. Dennis Horton
Taylor: Ms. Bonnie Palmeri
Taylor: Mr. James Tarcha
Taylor: Mr. John Weborg

Temperence: Mr. Harry Hall
Temperence: Mr. Richard Karazim

Traverse City: Mr. Keith Evans
Traverse City: Mrs. Kerry Price

Vicksburg: Mr. Kim D. Lathwell

Walled Lake: Mr. James Bottke

Warren: Mr. Robert Beguelin
Warren: Ms. Ann Marie Bradley
Warren: Mr. Dominic J. LaRosa
Warren: Mr. Tom Wojcikiweicz
Wayne: Mr. Tim Cornick
Wayne: Dr. Randall T. Yake

Westland: Mr. Donald Immen

Winsor: M.J. J. Daypuk

Wixom: Ms. Sally Callahan

Wyandotte: Mrs. Luanne Clark
Wyandotte: Mr. Gary Follbaum
Wyandotte: Mr. Gary Garden
Wyandotte: Mr. John Milne

Ypsilanti: Dr. Earl Meyer
Ypsilanti: Mrs. Mary Slumpff
Ypsilanti: Mr. David G. Wait
Ypsilanti: Mr. Jeffery White

Zeeland: Mr. Jeffery MacDonald

MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.